

DOCUMENT RESUME

ED 214 690

PS 012 801

TITLE First Grade Activities Guide.
INSTITUTION Georgia State Dept. of Education, Atlanta. Office of Planning and Development.; Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
PUB DATE 81
NOTE 162p.
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Affective Behavior; *Basic Skills; Child Responsibility; *Competency Based Education; Curriculum Guides; Decision Making Skills; *Grade 1; *Guidance; *Instructional Materials; Interpersonal Competence; *Learning Activities; Primary Education; Problem Solving; Prosocial Behavior; Self Concept
IDENTIFIERS *Georgia

ABSTRACT

This first grade activities guide is intended for use by teachers, counselors and other guidance staff to support competency-based guidance curriculum in the elementary schools. The materials in the guide were collected from many sources and organized for use within the Georgia Guidance Curriculum Model (GGCM) framework. Curriculum activities are organized around eight content areas: self-understanding, interpersonal relations, expression of ideas, the gathering and processing of information, rights and responsibilities, values and decision-making, achievement motivations, and problem-solving. Within each area, activities have been developed around a competency based format that includes activity objectives, length of activity, materials/resources to be used in the activity, directions for carrying out the activity, an activity evaluation form for determining student's mastery of the activity, performance indicators, suggested subject matter area, and educator's preparation. Blank activity writing forms that fit specific goal areas/competency elements, and that can be used by teachers to develop further activities are included at the end of the guide. (Author/MP)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED214690

PS 01 2801

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

*Georgia State
Dept. of Educat*

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Developed by
Career Development Projects
Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia

Project Director
Earl J. Moore

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools
1981

TABLE OF CONTENTS

Introduction	1
Creating Guidance Curriculum Activities	3
Selected First Grade Activities and Ideas	9
Self-Understanding	9
Interpersonal Relations	25
Expressing Ideas	45
Gathering and Processing Information	55
Rights and Responsibilities	75
Valuing and Decision Making	101
Achievement Motivation	113
Problem Solving	119
Supplementary Activity Forms	125
First Grade Guidance Curriculum Guide	175

INTRODUCTION

The *First Grade Activities Guide* is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See Guidance Curriculum and Assessment Procedures Manual for Elementary/Middle Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Guide contains activities organized around the Guidance Goal Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency based format that includes performance indicators that can be used for evaluation. Guidance activity ideas based around the eight content areas are also included. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be reproduced for use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.
2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.
3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *Subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED FIRST GRADE ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

KEEPING WELL

Self-Understanding
Goal A
P.I. 1,2
Grade 1

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will describe how they care for their physical health.

Performance Indicator(s): Students are able to: (1) describe preventive measures they take in caring for their physical health, (2) describe measures they take in caring for their health when they are ill.

Activity Objective

Students will describe preventive and curative health care measures.

Activity

Total Time: one period of 30 minutes

Suggested Subject Matter Area: health/physical education

Materials/Resources: mat for a bed, empty boxes or bottles of medicines, perhaps

Educator's Preparation: prepare mat or a place for a bed, a toy doctor's kit. display various medicines, remedies. Be familiar with entire activity.

Directions:

Ask for volunteers to play in some skits: a sick child in bed and mother/father gives appropriate remedy for illness, a visit to the doctor who prescribes medication or other curative measure (avoid stereotypes of only male doctors and female nurses in these skits), a sick child who goes to the school nurse, etc. Skits should be quick and simple and various ailments should be used. Discuss that when we are sick there are different things we can do to try to get well. List at least 3 of the measures with the classes' help.

Next discuss that there are ways to avoid getting sick. Have the class list at least five measures of preventive care. It might help them to think of things that their parents have said--wear a coat when it's cold out, keep clean, etc.

Evaluation: Students are able to:

- describe 5 preventive health care measures
- describe 3 curative health care measures

(See Evaluation Page for "Keeping Well.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Keeping Well

Self-Understanding

Goal A

Grade 1

Students are able to:

1. describe 5 preventive health care measures 2. describe 3 measures for health care when ill

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. preventive	2. curative
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

FILMED FROM
BEST COPY AVAILABLE

FINGERPRINTS

Self-Understanding
Goal B
P.I. 1,2,3
Grade 1

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Performance Indicator(s): Students are able to identify and describe how others look and act, and describe how others differ in appearance and actions.

Activity Objective

The students will recognize the uniqueness of fingerprints and relate this to other ways they are unique in appearance and actions.

Activity

Total Time: one or two class periods.

Suggested Subject Matter Area: art.

Materials/Resources: inked stamp pad, drawing paper, crayons

Educator's Preparation: be familiar with sequence of steps of the activity

Directions:

Tell students to look at their thumbs and fingers for fingerprints. Ask for some volunteers to describe what they see. Tell them that we all have thumbs and we all have fingers. In this way we are alike.

But...everyone's fingerprints are different. In fact, fingerprints are used for identification. Johnny could change his name or wear a disguise. We might think he's someone else. But he can't change his fingerprints.

We are similar in many ways: hair, eyes, nose, mouth, arms and legs. But we are different in many ways, too. We are unique: no two of us are exactly alike. Our families, skills, personalities, and feelings make us different.

Have children get into groups of four or five. They will take turns spending one minute telling about something they each can do very well. They can tell whether it is a learned skill, how and when they discovered it, who helped them learn it, and who else does this well.

After the students return to their desks or tables, tell them they will make a picture showing the things they do very well (or the topic chosen above). They will incorporate their fingerprints into the illustrations and add features, details, and background with crayons.

Distribute pieces of drawing paper. Have the children think about how they could use the fingerprint shapes and which fingers they want inked. Walk through the group with a stamp pad so they can get "inked" and then get started. Be sure each person's name is on the paper.

When all have finished, post the pictures in a space which you have captioned "Something I Do Very Well."

Process this activity by discussing that the pictures show that ways we look are different (even fingerprints!) and things we do are different. Have the students name someone older and someone younger; describe how their appearances are different from these persons. Then describe some things that these persons do that are different from their own activities. The supplementary page is a way to carry over the idea of uniqueness to feelings. This may be used after the students have begun work on a calendar. You may choose to begin each day with the students drawing a face showing how they feel that morning.

Evaluation: Students should be able to:

- describe one person older, one younger, and one peer
- describe 3 ways that each look and act
- describe 3 ways that they themselves look and act
- describe ways that they are different from the persons previously identified

(See Evaluation Form for "Fingerprints.")



My



Month

Year

Feelings

SUN	MON	TUES	WED	THUR	FRI	SAT

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

Self-Understanding Fingerprints Goal B Grade 1

Students are able to:

1. Identify person older, younger, and a peer
2. describe 3 ways these persons look and act
3. describe 3 ways they look and act
4. describe differences of self and other persons listed

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Identify	2. Others	3. Self	4. Difference
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

OUR SURROUNDINGS

Self-Understanding
Goal C
P.I. 1
Grade 1

Self-Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Competency: Students will describe responsibilities they have in their environment.

Performance Indicator(s): Students are able to describe their environment.

Activity Objective

Students are able to describe what their environment is .

Activity

Total Time: one class period of 15 minutes.

Suggested Subject Matter Area: social studies.

Materials/Resources: if available-pictures of different types of buildings, neighborhoods, etc.

Educator's Preparation: Post any pictures you choose to use. Be familiar with entire activity.

Directions:

Begin the discussion by defining for the children what environment means. Tell them that the environment is what surrounds us--the buildings (skyscrapers, ranch house, trailer, etc.), the type of town (huge or small), and so on. Also the condition of our surroundings is part of the environment--happy or sad, lavish or simple, etc. If you have posted pictures, have the children point out differences and/or similarities between the pictures and their own environment. From this comparison, or from a discussion of specifics about their own environment, have them name some examples of characteristics of their environment. This may vary widely as they get into descriptions of their homes and/or other settings outside of school.

Evaluation: Students are able to:

- describe their environment, listing 3 examples

(See Evaluation Form for "Our Surroundings" and "Responsibilities.")

RESPONSIBILITIES

Self-Understanding
Goal C
P.I. 2,3
Grade 1

Self-Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Competency: Students will describe responsibilities they have in their environment.

Performance Indicator(s): Students will be able to (2) describe what constitutes a responsibility; (3) identify their responsibilities at home, school, and any other setting.

Activity Objective

Students will discuss responsibilities and identify their responsibilities.

Activity

Total Time: two or three class periods

Suggested Subject Matter Area: social studies, language arts

Materials/Resources: people to talk, paper, crayons

Educator's Preparation: contact 3 resource persons to discuss their responsibilities, be familiar with entire activity

Directions:

Invite to the class three resource persons to explain the responsibilities involved in:

- owning a home (a parent)
- owning a two-wheeled bicycle (a ten-year-old)
- playing at a friend's house (an eight-year-old)

Arrange with the speakers for the students to be able to ask questions for clarification. Then have each student choose a resource person and a topic. Then have each student draw a picture showing a responsibility of that speaker. Post the completed drawings under appropriate headings on the bulletin board.

Have the students identify some of the responsibilities they have in various settings. They should list responsibilities they have at home, school, and other settings such as organizations, church, etc.

After several days put the drawings into a booklet titled *Responsibilities*. Put the booklet on the chalk ledge for spare-time reading.

Evaluation: Students should be able to:

- describe responsibility as something one is expected or trusted to do
- identify two responsibilities at home, two at school, and one at another setting

(See Evaluation Form for "Our Surroundings" and "Responsibilities.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Our Surroundings * * Responsibilities
Self-Understanding Goal C Grade 1

Students are able to:

1. describe their environment
2. describe responsibility
3. identify 2 responsibilities at home, 2 at school, and 1 at another setting

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. environment	2. responsibility	3. identify
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: First
Content Area: Self-Understanding

To help students realize that the food they eat becomes part of their bodies, duplicate a shape of a body, then have them cut food pictures out of magazines and glue these onto the body shape. Then cut the "people" out. Use this activity with your nutrition and foods unit. Post these on a bulletin board captioned *You Are What You Eat*.

Divide the students into small groups. Introduce the concept of good grooming habits. Students will play charades. One student at a time dramatizes a good grooming habit while the others try to guess what it is. Examples:

- washing face
- trimming nails
- taking a bath
- brushing teeth
- combing hair

Ask a dentist to give you some old teeth x-rays. Put these on the overhead projector to show students:

- fillings
- cavities
- abscesses
- root canal treatments

Ask a dental assistant to come demonstrate tooth brushing and list foods which harm teeth.

Use the following poem for the class to dramatize after presenting a tooth brushing demonstration:

Up and down and all about
That's the way I brush my teeth.
I brush my gums and the shining fronts
Then I reach up underneath.
I rinse my brush and hang it
In an airy place to dry
And put the cap on the toothpaste tube ---
At least I always try.

Then I look into the mirror and grin
To show myself how good I've been.

Bring in different community resource persons such as a doctor, fireman, policeman, dentist, eye doctor, etc. to discuss safety and good health habits.

Ask a police officer to come to school to talk to the students about safety in the home, in the school and in the community. Ask this person to tell the students what they can do if they get lost. You may also want to include traffic safety signs and what they mean. Then make a list of emergency telephone numbers. Have the students copy them down. Together decide what should/could be said in each kind of emergency. Write this up on a series of experience charts. Post these for several weeks. Let students use crayons and spare time to make illustrations in the margins of the charts.

Place a mirror in the bottom of a can or box. Label the container: "This container contains a very special and important, one-of-a-kind animal. Please be careful as you remove the lid so that it does not escape".

Have each student record on a piece of paper his or her height, weight, hair color and eye color. Then have the class play a listening game: "All those with brown hair please stand up. You may sit down. All who weigh between 45 and 50 pounds please stand up" and so on.

Seat the children in a circle and read the following poem:

Hello! Who are you? I am me!
That's really what I want to be.
I have a face of my very own.
It's like no other - it's mine alone.
I have arms and legs that fit just right.
They are with me day and night.
It's my two feet that carry me
Wherever I should be.
I know just what makes me be me.
What makes you be you is a mystery.

Read the story "The Ugly Duckling". Ask questions about ways in which people are alike and different:

- Is everyone the same size?
- Does everyone have the same color eyes? hair?
- Does everyone like the same thing?

Discuss with the students whether they feel different in any way from other boys and girls in their class. Discuss what would happen if everyone were the same. Have students complete the following sentence: "It is good to be different because..." or "I learned ..." or "I'm glad I'm me because..." to present the concepts of individual uniqueness and self-acceptance. Do this every few weeks.

Set up a "Self Center" in the classroom where the students can become more aware of themselves. Include a mirror and paper for self portraits, a tape recorder on which they can record their voices, a measuring chart and a bathroom scale. You may want to include a stamp pad for them to finger print themselves. Have the students use magnifying glasses to compare their own and their friends' fingerprints. Later they can add features to the finger prints to make little characters.



Have the students draw pictures of the responsibilities they have at home and school. Share the pictures and discuss whether they enjoy the task, what happens if they do a poor job and how they feel when they do a good job.

At the beginning of the year allow the students to help you create a school helper chart and rotating system for the class. Discuss how each job is important to the class.

SELECTED FIRST GRADE ACTIVITIES AND IDEAS
INTERPERSONAL RELATIONS

LISTEN TO ME

Interpersonal
Relations
Goal A
P.I. 1,2,3
Grade 1

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Student will describe those methods that enable them to speak so they can be understood by others.

Performance Indicator(s): Student will be able to; (1) discuss that there are ways of "speaking" other than talking; (2) describe those preliminary skills that are necessary before actual verbalization; (3) describe those speaking skills that will enable them to be understood by others.

Activity Objective

Student will be able to discuss other ways of speaking, to describe preliminary skills before verbalization and describe speaking skills.

Activity

Total Time: 2 class periods

Suggested Subject Matter Area: Language Arts, Social Studies

Materials/Resources: tape recording machine

Educator's Preparation: knowledge of how to work a tape recorder--be familiar with entire activity

Directions:

Open with a demonstration of three different ways of speaking: talking, body language, and sign language. Have children identify what each form of "speaking" is. Have children demonstrate the different forms while the other children guess which manner of "speaking" he is doing. Then talk about the skills that are necessary before actual talking. Have children demonstrate these skills (e.g., raising your hand before talking, waiting for their turn to speak, etc.)

The next class period talk about the correct speaking skills. Tell the children how important it is to speak distinctly at an adequate voice level, to stay on the subject and not to interrupt. After the discussion show students a tape recorder. Explain how it works and then record each child reading a sentence. Play the tape back and let children hear how their voices sound.

The supplementary page may be used to demonstrate non-verbal communication. Tell the students, "I want you to feel--." Students have 10 seconds to express this feeling, and then are told to freeze until another feeling is chosen.

Evaluation: Students should be able to:

- discuss three different ways of speaking
- describe two preliminary skills that are necessary before actual verbalization
- describe 3 of the 4 speaking skills

(See Evaluation Form for "Listen to Me.")

Feelings Freeze



Resource Page for
Listen to Me

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Interpersonal Relations

Listen To Me

Goal A

Grade 1

Students are able to:

1. discuss three different ways of speaking
2. describe 2 preliminary skills that are necessary before actual verbalization
3. describe 3 of the 4 speaking skills
(speak distinctly, speak with adequate voice level
respond appropriately, contribute to topic at hand)

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. "speaking"	2. skills	3. describe
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

FAMILY ROLES

Interpersonal
Relations
Goal B
P.I. 1,2,3
Grade 1

Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Competency: Students will describe the roles of each family member.

Performance Indicator(s): Students will be able to (1) describe the meaning of role (2) describe different roles that other family members have (3) describe the roles that they have in their family life.

Activity Objective

Students will discuss family roles and identify different roles they and other family members have.

Activity

Total Time: two or three class periods.

Suggested Subject Matter Area: Social Studies.

Materials/Resources: copy of resource page for each student, drawing paper, crayons

Educator's Preparation: duplicate copy of the resource page, be familiar with entire activity.

Directions:

Send a copy of the resource page home with each child, asking parents to share and return with the child the necessary information.

When all forms have been returned, explain to the children that they have been listing roles. Discuss the concept of role with them and that a person has a role when it is a part or a job taken on by that person.

Have a share time for each child to tell one work role for each member of his/her family.

Then have the children share some roles that they have in their family.

Have the children draw pictures of family members involved in a work role. Post these when completed.

Evaluation: Students should be able to:

- describe role in this context as a part or function taken on by a person
- describe two different roles for each member of their family
- describe two roles that they have in their family life

(See Evaluation Form for "Family Roles.")

Dear Parent:

We are involved in a Career Guidance Activity at school to help your child become more aware of the work roles that each of his or her family member has. Please provide the information on the form below and return it, so that your child can participate in this activity.

Thank you,

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

List each person in your family and some of the jobs and responsibilities each has at home.

Father _____

Mother _____

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Family Roles

Interpersonal Relations

Goal B

Grade 1

Students are able to:

1. describe role in this context as a part or function taken on by a person
2. describe two different roles for each member of their family
3. describe two roles that they have in their family life

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. family members	3. their
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

WARM FUZZIES

Interpersonal
Relations
Goal C
P.I. 1,2,3
Grade 1

Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Competency: Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.

Performance Indicator(s): Students will be able to (1) describe what they feel a friend is (2) describe characteristics they like in a friend (3) describe characteristics in themselves that can help them to be a friend.

Activity Objective

Students will discuss some characteristics that help them make and be a good friend.

Activity

Total Time: One session at beginning of day and one at the end

Suggested Subject Matter Area: Language Arts, Social Studies

Materials/Resources: scissors, crayons, pencil for each student

Educator's Preparation: be familiar with entire activity, duplicate for each student a copy of the resource page.

Directions:

The students draw names from a hat. The name each student draws becomes his or her secret pal for the day. Students are not to reveal their secret pals until the end of the day. During the day students are to do something nice or special for their secret pals. They must do these things in such a way that their secret pals do not know who their benefactors are. Listen for the students who complain that they do not like their secret pals. Admittedly, we don't like all the people in the world. But those feelings may disappear as we begin to look for their good points. Use this opportunity to explain the concept of *first impressions*.

Talk about things secret pals can do for one another:

- include one another in games
- draw pictures for each other
- make things for each other
- write pleasant notes for each other
- help one another
- say pleasant things to each other
- give sincere praise
- give needed encouragement

During the day you might want to mention things you see secret pals doing for one another. This will help children remember that the activity is still under way. Your comments will also help to reinforce students' positive actions toward each other.

At the end of the day process the activity. Assemble the students in a large circle. Let each student reveal the name of his or her secret pal, and tell a couple of nice things he or she did for that person.

Then tell the students that these nice things make us feel good. Have you ever stroked a cat? He likes it. It makes him feel good. He'll relax, lie down, curl up, and purr. That's how we react when we get good strokes. These strokes feel good and make us feel warm. These good strokes are called *warm fuzzies*. Let's remember how good it feels to get *and* to give warm fuzzies.

Discuss how warm fuzzies can make a friend feel. Show how these fuzzies can help them be a good friend. Describe ways they would like their friends to act towards them.

Distribute copies of the resource page. Call attention to the two categories:

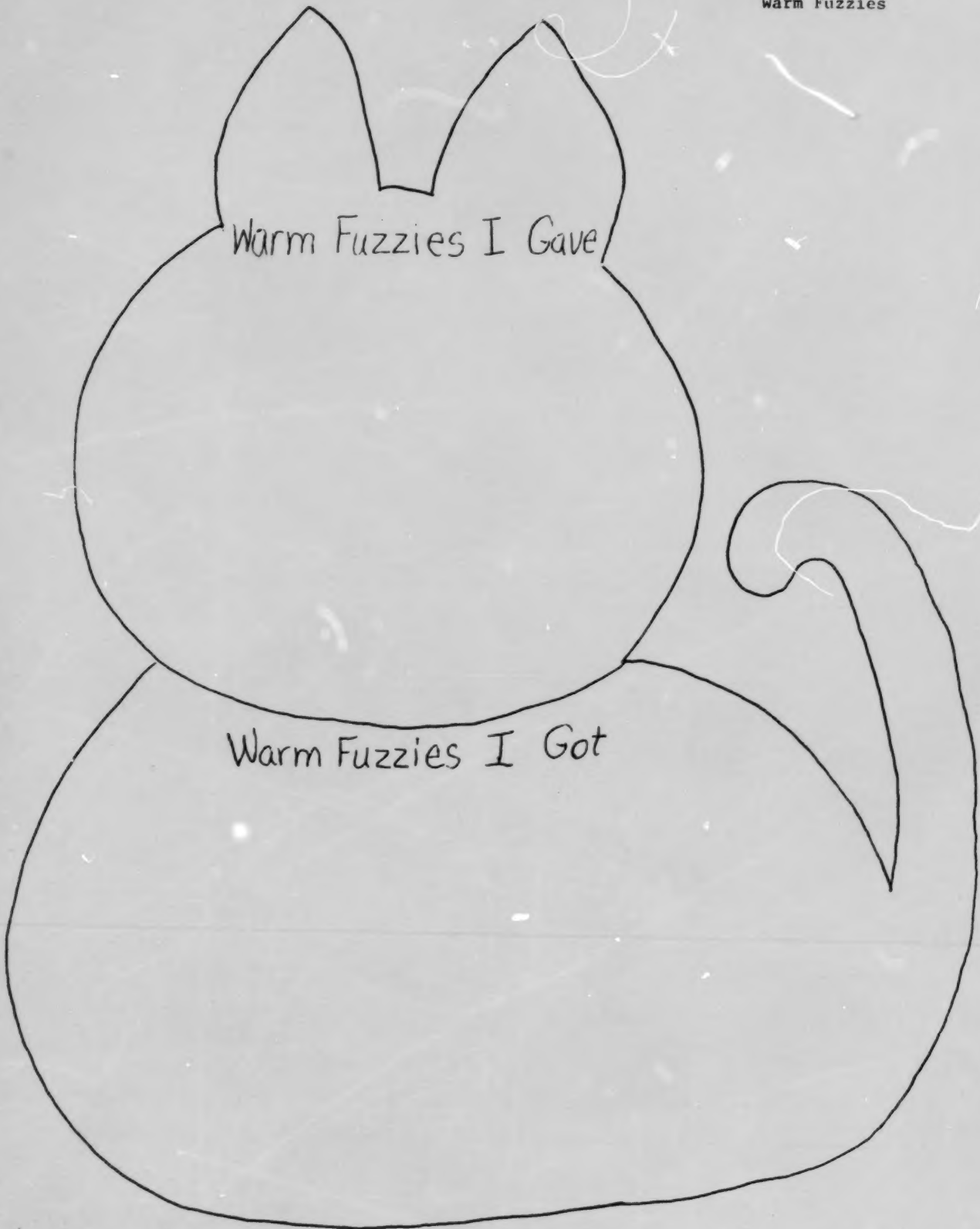
- Warm Fuzzies I Gave
- Warm Fuzzies I Got

Ask students to draw one or two pictures in each space. They will cut out the cat shape. Post these cat shapes on the empty wall space which you have captioned "Warm Fuzzies." Encourage students to look at these in their spare time.

Evaluation: Students should be able to:

- describe what a friend is in their own language
- describe two characteristics they like in a friend
- describe two characteristics in themselves that help them to be a friend

(See Evaluation Form for "Warm Fuzzies.")



Warm Fuzzies I Gave

Warm Fuzzies I Got

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Interpersonal Relations Warm Fuzzies Goal C Grade 1

Students are able to:

1. describe what a friend is in their own language
2. describe two characteristics they like in a friend
3. describe two characteristics in themselves that help them to be a friend

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. friend	2. they like	3. themselves
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

WHAT I DO MAKES A DIFFERENCE

Interpersonal
Relations
Goal D
P.I. 1,2,3
Grade 1

Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Competency: Students will recognize that they affect things and others around them.

Performance Indicator(s): Students are able to (1) describe how a person can affect someone else, (2) describe how they affect things around them, (3) describe how they affect other persons that they know.

Activity Objective

Students will discuss how they can affect people and things around them.

Activity

Total Time: one class period

Suggested Subject Matter Area: language, social studies

Materials/Resources: 3 colors of yarn, crayons, drawing paper

Educator's Preparation: cut yarn into 24-inch lengths and tie ends together to make necklaces for each student (equal number of each color); be familiar with seating arrangement necessary for this activity

Directions:

The class will form the "magic circle" (see resource page) as follows: place the students wearing one color (1/3 of the class) to form a small circle. Place the students wearing the other 2 colors to form a larger circle outside the first (making 2 concentric circles).

Remind students that we all have the power to do and say things. What we do and say can affect (or change) things and people.

Ask the third of the class in the inner circle to tell how they use their power in the classroom setting. For example, to affect (change) *things*, they can: open the window, pick up the paper, pull the shade, turn off the heat, straighten the books, or wipe off their feet. To affect *people*, they can: speak, write notes, yell, push, express anger, be dirty, or remain silent.

The next third of the class moving to the inner circle will tell how they use their power to affect (change) people and things in their home.

With the remaining third in the inner circle, the task will be to tell how they use their power in the neighborhood to affect (change) people and things.

Process the activity by having students draw and color a picture of a time when they used their power and it changed someone or something at home, at school, or in the neighborhood.

Evaluation: Students should be able to:

- define affect as influence, cause some change to occur
- describe one way a person can affect someone else
- describe 2 ways they affect *things*
- describe 2 ways they affect other *people*

(See Evaluation Form for "What I Do Makes A Difference.")

MAGIC CIRCLE

You will need 3 colors of yarn made into necklaces.

The "magic circle" is really 2 concentric circles. One-third of the class is in the inner circle talking and listening to each other. The remaining two-thirds of the students are in the outer circle observing. Groups trade places until all three groups have been in the inner circle. There is an advantage to this arrangement: the students are seated closer together than in a single circle; thus, they can see and hear better, as well as feel more involved.

A time saver to help you divide the whole class quickly is to use 3 colors of yarn--red, yellow, blue. Cut all colors into 24-inch lengths. Tie both ends of each piece together to make a yarn "necklace." If you have 30 students, prepare 10 red, 10 blue, and 10 yellow necklaces. To set up random small groups or teams, put all 30 necklaces into a hat, and have each student draw a necklace from the hat and wear it. Everyone can see at a glance who goes where.

Put the students with red necklaces in the inner circle. Put those blue and yellow in the outer circle. Change places in the circle so that everyone has a chance to participate.

Teacher _____

Date(s) _____

ACTIVITY EVALUATION FORM

What I Do Makes A Difference

Interpersonal Relations

Goal D

Grade 1

Students are able to:

1. define affect as influence, cause some change to occur
2. describe 1 way a person can affect someone else
3. tell 2 ways they affect things
4. tell 2 ways they affect other people

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. describe	3. things	4. people
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ACTIVITY IDEAS

Grade: First
Content Area: Interpersonal Relations

Talk about the beauty of each person's voice and that no two people have the same voice. Explain that you are going to invite 5 children to the hiding place and that you will signal to one of them to echo each line of a poem which you will read. The others are to listen and try to guess who the echo is. The student who guesses gets to replace the echo.

Prepare ahead of time tape recordings of persons who talk too fast, too slow, at the right speed, too loudly, too softly, at an appropriate voice level, when others are talking, when it is their turn to speak, etc. Use this as a means of discussing speaking manners in different situations and settings.

Have students make a bulletin board display of jobs done in the home. The students will decide if the job is generally done by Mother, Father, children or by everyone. After discussion, label each picture with the names of the family members who usually do each job. Develop the idea that sometimes jobs require specific skills: to drive the children to school requires the skill of driving, which first-grade children do not have. Name jobs that can be done by everyone in the family. Explain that these jobs require skills that nearly everyone - except the baby - has.

Introduce students to the concept of variations in the nuclear family: the two-parent family and the one-parent family. Post a piece of newsprint for each of these two family types. Ask students to use magazine pictures or their own illustrations to paste examples on the appropriate chart. Be sensitive to any students who seem not to fit into these categories: for example, a child who lives with an adult sibling or a relative. Explain that the adult is acting in the role of the parent - doing the work of a parent - to care for that child.

Caption a bulletin board *Good Friend of the Week*, featuring a student in the class. Place a self-portrait or snapshot in the middle of the board and positive statement captions all around the picture. Do this for the whole class.

Ask students what they think of when they hear the word "share". Lead them to think of advantages of sharing as well as the difficulties. Ask:

- Why do people share things?
- How do you feel when you have something to share?
- What things are easy to share?
- Are there times when it isn't easy to share?

Dramatize behaviors of a selfish and an unselfish person. Ask students to tell how these kinds of behaviors affect them. Remind them that our behaviors influence the way people act toward us.

With the help of students make a list describing what a good sport is or does. Discuss the effects on others of a person's cheating or "poor loser" behavior.

Read aloud Joan Walsh Anglund's book *A Friend is Someone Who Likes You*. Give each student a piece of drawing paper on which you have written "A friend is someone who...". Have them each draw a picture which illustrates an ending to that sentence. Then arrange them in small groups (sharing circles) to explain their pictures to one another.

Help students put together a booklet (or a bulletin board display) entitled *I Can Make a Difference*. Let each page represent a way that they influence their world (e.g., I Can Move Things, I Can Make People Happy, I Can Help Others, etc.).

SELECTED FIRST GRADE ACTIVITIES AND IDEAS

EXPRESSING IDEAS

GOOD AND BAD

Expressing Ideas
Goal A
P.I. 1, 2, 3
Grade 1

Expressing Ideas

Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.

Competency: Students will describe different ways they express their own feelings.

Performance Indicator(s): Students will be able to: (1) describe feelings they have had recently; (2) describe how they have expressed their feelings; (3) describe how others reacted to the ways they expressed their feelings.

Activity Objective

Students will be able to describe and express feelings and describe how others reacted to the ways they expressed their feelings.

Activity

Total Time: two class periods

Suggested Subject Matter Area: Social Studies

Materials/Resources: one sheet of drawing paper for each child, copy of resource page

Educator's Preparation: be familiar with entire activity

Directions:

Have the children tell about some feelings they have had recently. Have some students demonstrate how they expressed those feelings. Have various children role-play situations such as: (1) your parents just bought you a new bike; (2) your brother hit you; (3) your best friend is sick, etc.

The next day discuss with the children that others are affected by their feelings. Have the children form a circle and allow each to tell how he might be able to make another child in the group feel good. Then as a group, let the children share actions that would make the other children feel bad. After this have the children return to their seats and tell them to draw a picture of themselves and a friend. Tell them to think of something they could say to the person to make him/her feel good. (See resource page)

Use the supplementary page "Tracking a Feeling" to further explain expression of feelings.

Evaluation: Students should be able to:

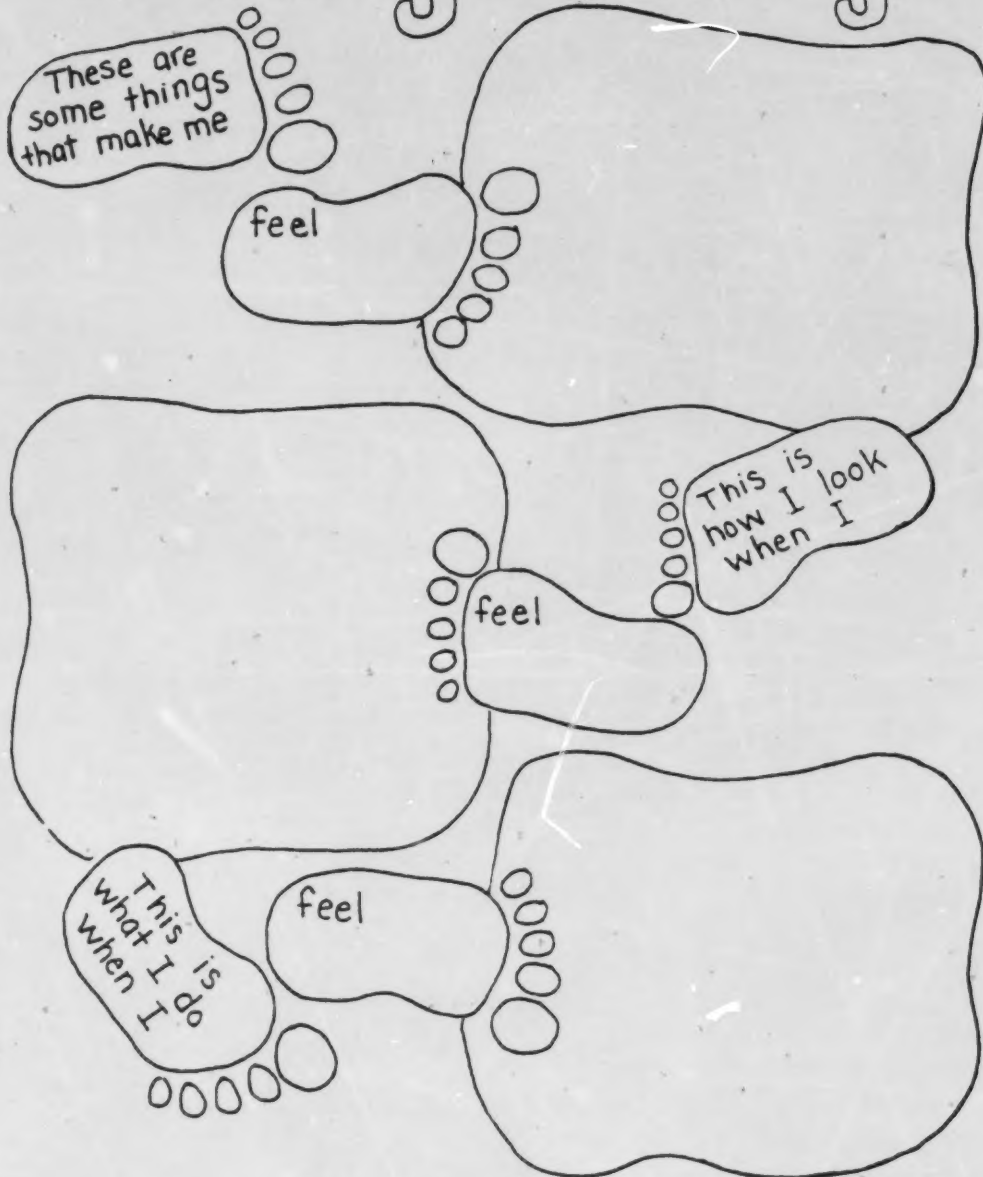
- describe 3 feelings they have had during the past week
- describe how they expressed those feelings
- using examples from #1 and #2, describe how others reacted to the ways they expressed their feelings

(See Evaluation Form for "Good and Bad.")



Helping Others Feel Happy

Tracking a Feeling



Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Good and Bad

Expressing Ideas

Goal A

Grade 1

Students are able to:

1. describe 3 feelings they have had during the past week
2. describe how they expressed those feelings
3. using examples from #1 and #2, describe how others reacted to the ways they expressed their feelings

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. express	3. react
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

SATURDAY FUN MACHINE

Expressing Ideas
Goal B
P.I. 1,2,3
Grade 1

Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will recognize that the way they feel about something may be the same or different from how others feel.

Performance Indicator(s): (1) Describe how they feel about a specific topic; (2) identify other persons who feel the same way they do; (3) identify other persons who feel differently than they do.

Activity Objective

Students will be able to describe how they feel about a specific topic and identify other persons who feel the same or differently than they do.

Activity

Total Time: two class periods

Suggested Subject Matter Area: Language Arts

Materials/Resources: one sheet of drawing paper for each child

Educator's Preparation: one sheet of drawing paper for each child. Be familiar with entire activity.

Directions:

Begin the class period with a discussion on the students' feelings about leisure activities. Have each child tell what they like to do best during their leisure time and why. Let the class discuss each student's choice as to whether they would enjoy it or not and the reason why. Explain to the class that people can have different feelings about activities as the student, or the same feelings. Explain how everyone has different interests.

In the next class period distribute a piece of drawing paper to each child. Tell them that they are going to draw their own picture of a Saturday Fun Machine. The Machine will include their favorite things to do on Saturday. Then arrange students in small groups (sharing circles) where they will take turns explaining their Fun Machines to one another.

Evaluation: Students should be able to:

- choose a specific topic and indicate how they feel about it
- identify 2 other persons who feel the same way they do
- identify 2 other persons who feel differently than they do

(See Evaluation Form for "Saturday Fun Machine.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Saturday Fun Machine

Expressing Ideas

Goal B

Grade 1

Students are able to:

1. Choose a specific topic and indicate how they feel about it
2. Identify two other persons who feel the same way they do
3. Identify two other persons who feel differently than they do.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. same	3. differently
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: First
Content: Expressing Ideas

Explain that all people have feelings; mothers, fathers, teachers and kids. Ask for volunteers to draw and explain situations where they felt angry, sad, frightened and happy. You may want to focus on anger a bit. Summarize by saying that of all these feelings, anger is probably the most scary because it can be so "strong" (intense). Foster a classroom climate of acceptance of their own feelings and the feelings of others.

Arrange students in small groups to take turns telling about "things" which used to frighten them. Then have them draw pictures and place them on a bulletin board captioned, "I'm Not Afraid Anymore".

Find pictures of faces showing different emotions. Ask for volunteers to describe feelings they see being expressed. Have students try to communicate the same feelings without talking.

Dramatize being lost in town and in a store. Before acting this out ask the following questions:

- What is the first thing you would do if you could not find your way home (or could not find your parent in a store)?
- Should you accept a ride with a stranger?
- Who do you think you should go to for help?

Then have one student act as a police officer and one child act as a lost child. Then role play a store scene.

Prepare a hand-out sheet with paired objects (e.g., ice cream cone and candy bar, book and swing, apple and orange, etc.). Distribute to the children and ask them to circle their answers to what would you like best for dessert - an ice cream cone or a candy bar; what would they like to do best during free time - read a book or swing; and so on.

When the students have finished the questionnaires, pair them with each other to see if they marked the same or differently. Then re-match them again. Discuss how it is okay to have different feelings and opinions about things.

SELECTED FIRST GRADE ACTIVITIES AND IDEAS
GATHERING AND PROCESSING INFORMATION

SPIN THE BOTTLE

Gathering and
Processing Info
Goal A
P.I. 1,2,3
Grade 1

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will describe their daily activities at school.

Performance Indicator(s): Students are able to (1) describe things they do to help themselves or others at school each day; (2) describe activities they enjoy at school; (3) describe activities at school that they do by themselves and those they do in a group.

Activity Objective

Students will be able to describe their daily activities at school whether by themselves or in a group.

Activity

Total Time: one class period

Suggested Subject Matter Area: Language Arts, Social Studies

Materials/Resources: an empty soda bottle

Educator's Preparation: be familiar with entire activity

Directions:

Arrange the class in a large circle. This is a variation of Spin the Bottle. The children take turns spinning the bottle. The person to whom the neck of the bottle points names a task he or she performs at school and whether he or she does it alone or in a group. The person to whom the bottle bottom points states why the task is done, choosing someone to help if the reason eludes him or her.

Evaluation: Students should be able to:

- describe one chore or thing they do to help at school each day
- describe 2 activities they enjoy at school
- describe 1 activity that they do in a group

(See Evaluation Form for "Spin The Bottle.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Spin the Bottle

Gathering And Processing Information Goal A

Grade 1

Students are able to:

1. describe one chore or thing they do to help at school each day
2. describe 2 activities they enjoy at school
3. describe 1 activity at school that they do by themselves and
1 activity that they do in a group

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. help	2. activities	3. school
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

LEARNING IN SCHOOL

Gathering and
Processing Info
Goal B
P.I. 1,2,3
Grade 1

Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Competency: Students will describe those things they learn at school.

Performance Indicator(s): Students will be able to: (1) describe what constitutes learning; (2) discuss how they learn at school; and, (3) identify those things they have learned so far.

Activity Objective

Students will identify learning that has taken place so far at school and be aware of some other things that will be learned.

Activity

Total Time: one class period

Suggested Subject Matter Area: Social Studies, Language Arts

Materials/Resources: drawing paper, crayons, pencils, felt-tipped markers

Educator's Preparation: be familiar with entire activity

Directions:

Make arrangements for older students to come to speak to each of your groups on the kinds of things that they are learning in school. Assign two from different grade levels to each group. Have them wear large cutout numerals showing their grade levels. Ask them to wear what they normally wear to "work" and to bring a couple of the text and workbooks for them to use. Introduce the activity by saying that we are always learning: at home, at school, and at play. Tell your students to find out all they can about the learning that takes place at school. Have the resource persons (older students) talk on the topic and answer questions.

After ten minutes or so, have each of your students draw and color a picture of learning that occurs in school. Ask the older students to write each younger student's caption on his or her picture.

Then have the students post their drawings on a display space captioned "Learning In School" or something similar.

Evaluation: Students should be able to:

- describe learning
- discuss two ways they learn at school
- identify two things they have learned so far at school

(See Evaluation Form for "Learning in School.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Learning In School

Gathering and Processing Information Goal B Grade 1

Students are able to:

1. describe learning
2. discuss two ways they learn at school
3. identify two things they have learned so far at school

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. learning	2. ways	3. identify
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

WHO DOES WHAT?

Gathering and
Processing Info
Goal C
P.I. 1,2,3
Grade 1

Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Competency: Students will distinguish which activities in their environment are done by certain people.

Performance Indicator(s): (1) identify various activities in their environment; (2) identify who does those activities; (3) describe any noticeable characteristics and correlations of the persons doing the activities.

Activity Objective

Students will be able to identify various activities in their environment and who does them and describe any characteristics of the persons doing the activities.

Activity

Total Time: one class period

Suggested Subject Matter Area: Social Studies

Materials/Resources: run off and laminate a copy of resource page

Educator's Preparation: laminate and cut out resource page

(Could use pictures instead of words.)

Directions:

Begin class period with a discussion of some activities found in their world, i.e., teacher, doctor, waitress, etc. After students have verbalized activities then ask the names of the people they know that do the activities they mentioned. Tell the students to think carefully about the people and their activities. Ask, "Is there anything that people doing an activity have in common?" For an example, remind them about teaching and the people they identified as teachers. Ask them if they noticed that most teachers are women. Another example would be that most football players are usually big. Let the children then tell any other characteristics they noticed between people and their activities.

After children have given out other examples, get the children into small groups. Distribute the matching occupation game to each group and let them match up the people to their object. There are also supplementary pages to use as reinforcement activities.

Evaluation: Students will be able to:

- identify 2 activities in their environment
- identify who does those activities described
- describe any noticeable characteristics and correlation of the persons

(See Evaluation Form for "Who Does What?")

(Either words or pictures)

Painter	Brush
---------	-------

Mailman	Mail
---------	------

Fireman	Hydrant Hose
---------	-----------------

Policeman	Whistle
-----------	---------

Cowboy	Lariat
--------	--------

Baker	Cake
-------	------

Waitress	Tray
----------	------

Jockey	Horse
--------	-------

Diver	Fishes
-------	--------

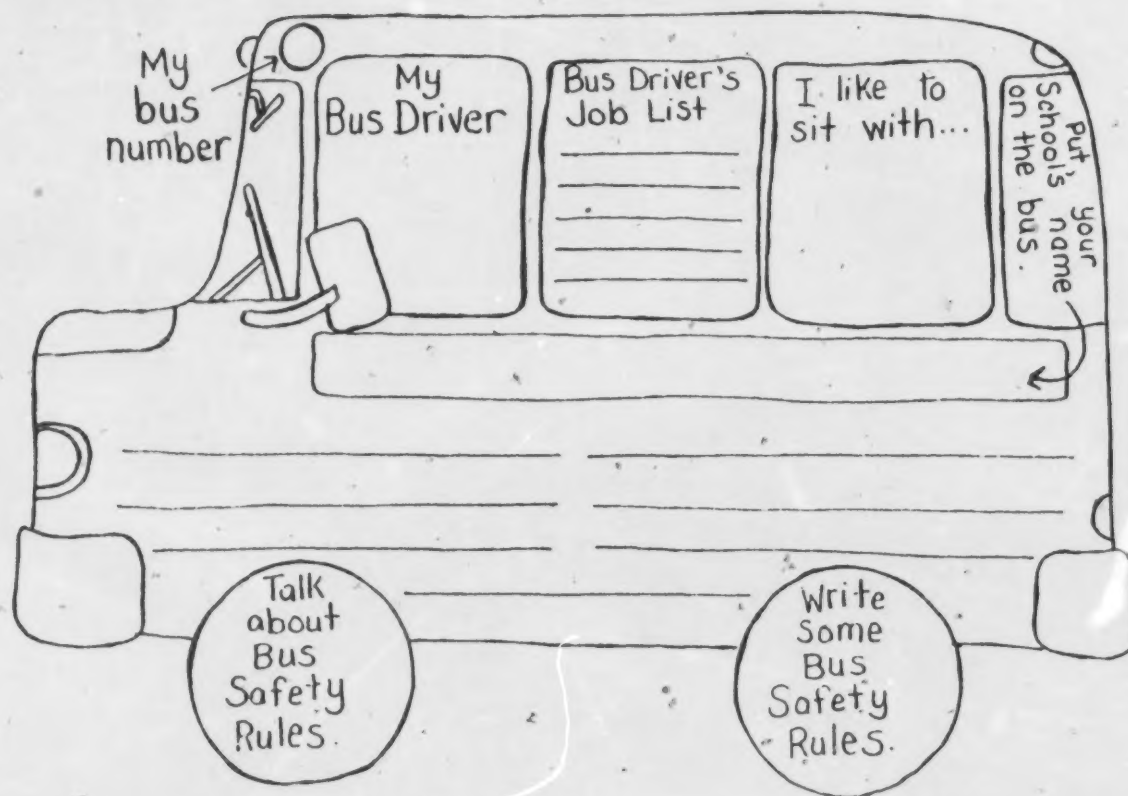
Dancer	Ballet shoes
--------	-----------------

Farmer	Tractor
--------	---------

Milkman	Milk carton
---------	----------------

School Worker

Bus Driver

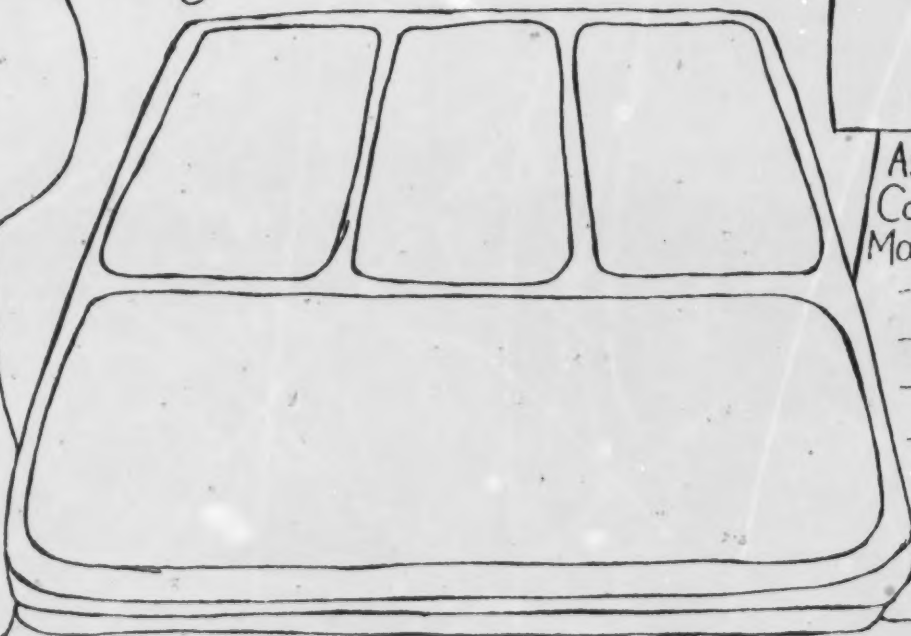
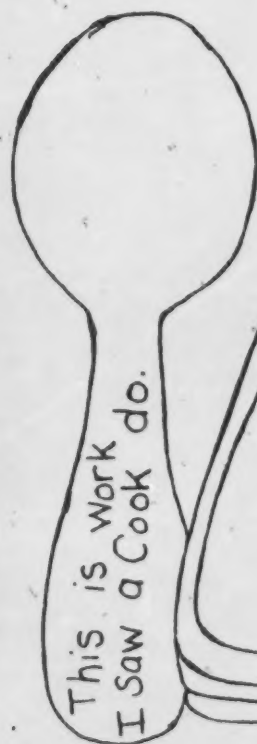


School Worker

Cook

A Cook works in the _____.

My favorite meal is.....



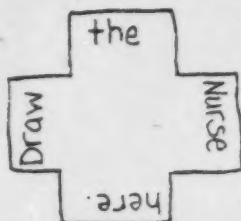
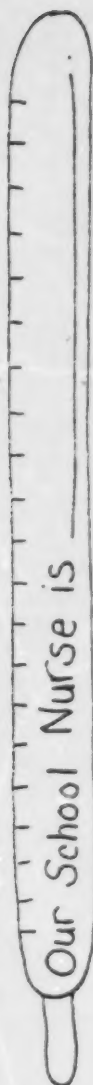
School Worker

Janitor



School Worker

Nurse



Ask about a Nurse's work.
Make a job list.



A Nurse
works with
these tools.

I saw a
Nurse do this work.

School Worker

Secretary

A Secretary works in the _____

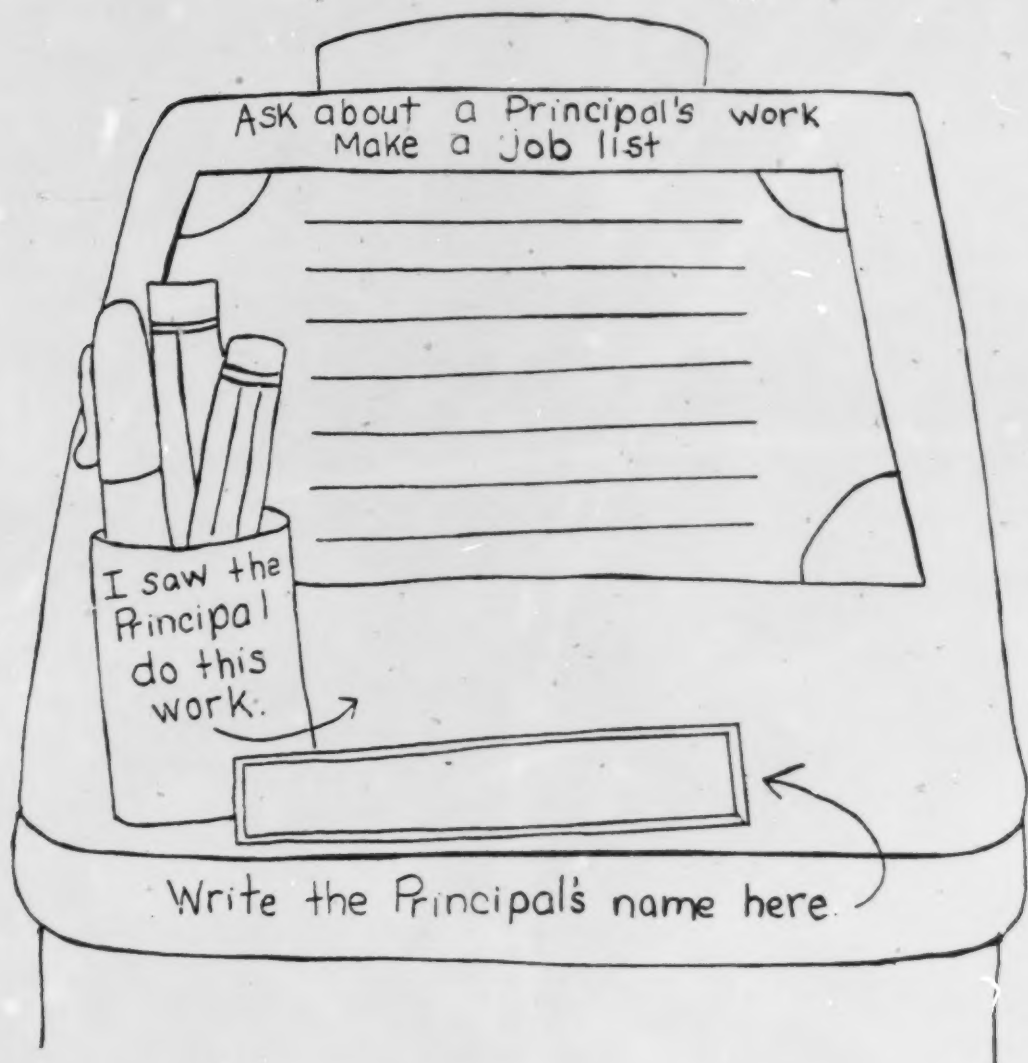
Ask about a Secretary's work. Make a job list.

The Secretary (ies) at our School is (are):

This is work I saw a Secretary do.

School Worker

Principal



School Worker

Superintendent

Write the Superintendent's name here.

Ask about the Superintendent's work. Make a job list.

Draw the Superintendent here.

The diagram shows a door with a sign on it. The sign has two sections. The top section is a rectangle with the text 'Write the Superintendent's name here.' and an arrow pointing to it. The bottom section has the text 'Ask about the Superintendent's work. Make a job list.' followed by several horizontal lines for writing. To the right of the door is a vertical label that says 'Draw the Superintendent here.' with an arrow pointing to the door.

School Worker

Counselor

The Counselor(s)
at our School is (are):

How would you like
a Counselor to help
YOU?

Ask about a
Counselor's work.
Make a job list.

The Counselor
helps me...

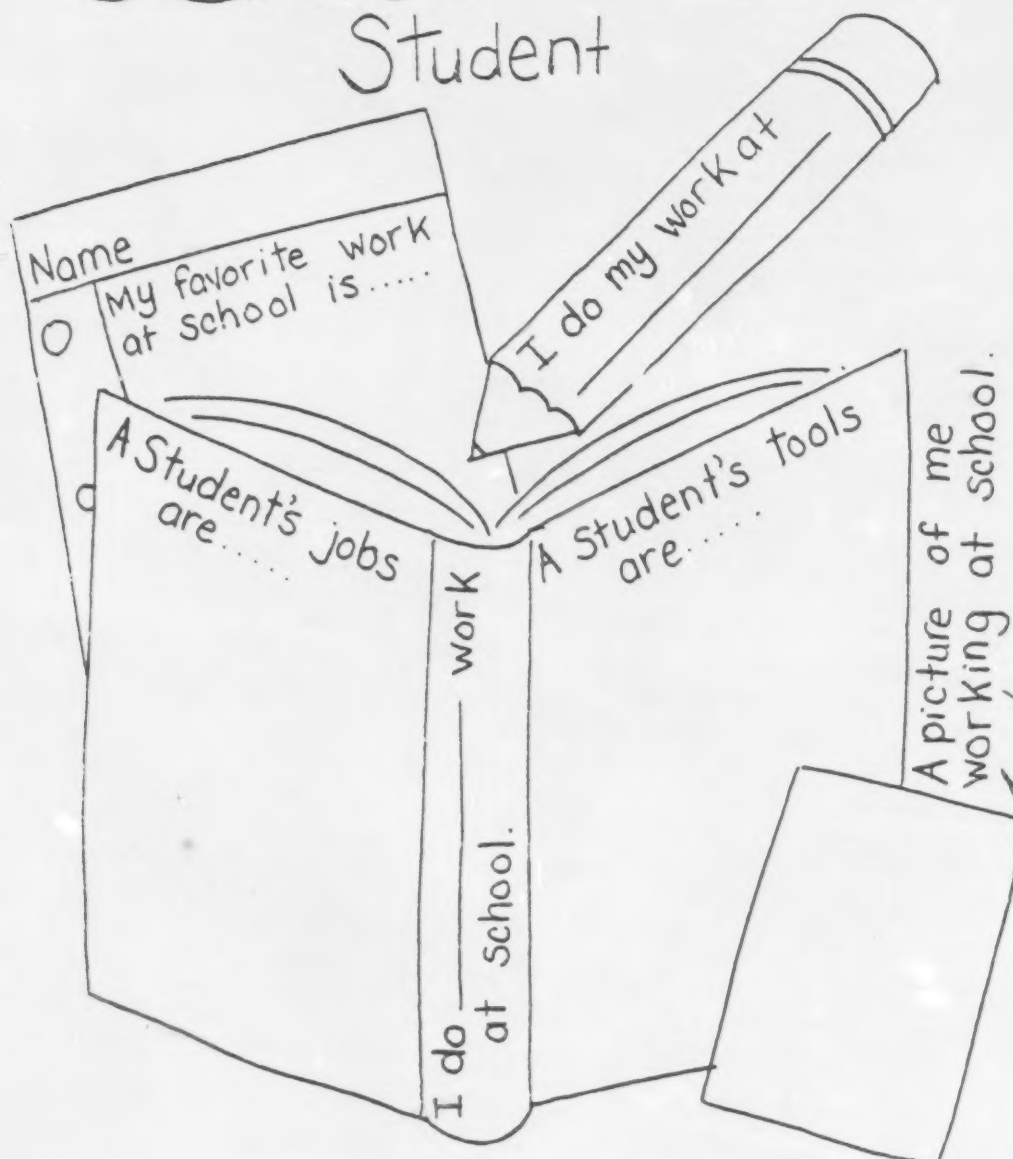
School Worker

Teacher



School Worker

Student



Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Who Does What?

Gathering and Processing Information Goal C Grade 1

Students are able to:

1. identify 2 activities in their environment
2. identify who does these activities described in #1
3. describe any noticeable characteristics and correlations of the persons identified in #2

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Activities	2. Identify	3. Characteristics
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: First

Content: Gathering and Processing Information

Introduce the word *schedule* to the students and discuss its meaning. Using five large sheets of paper, guide the students in organizing a simplified schedule for the class for each school day. Post the appropriate schedule for each day.

Help students to brainstorm things that they learn at school. Remember to include things learned during recess and at activities before or after school. Guide students in being specific, detailed, and to generate as many ideas as possible. Then allow students to role play a few of the learning situations. Be sure to provide "props" for role playing as they make the experience much more fun.

Have students play the game *I Have a Need* to relate occupations to the needs of society. One student is "IT". This person says, "I have a need to take piano lessons. Whom shall I see, Marvin?" And then Marvin names a worker whom "IT" might see; in this case, a piano teacher. If Marvin cannot answer he may choose someone else to guess. The educator will need to monitor and adapt this game, as it is not self-correcting.

Invite a variety of resource persons from the community to discuss *what* they do, *how* it affects the students' lives, what *characteristics* and *interests* they need for their job, and what *training* they needed.

SELECTED FIRST GRADE ACTIVITIES AND IDEAS
RIGHTS AND RESPONSIBILITIES

FAMILIES OF THE WORLD

Rights and
Responsibilities
Goal A
P.I. 1,2,3
Grade 1

Rights and Responsibilities

Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Competency: Students will recognize that there are families around the world.

Performance Indicator(s): (1) Recognize the names of 2 other countries; (2) recognize that there are families living in the countries described in #1; (3) discuss two ways families in other countries are similar to their family.

Activity Objective

Students will be able to recognize that there are families in other countries and discuss the ways these families are similar to their own.

Activity

Total Time: two class periods

Suggested Subject Matter Area: Social Studies, Language Arts

Materials/Resources: National Geographic Magazines, globe, glue, construction paper,

Educator's Preparation: be familiar with entire activity scissors

Directions:

Introduce the activity by showing the class a globe of the world. Point out what the colors stand for, and show the students where the United States is located. Ask the children for the names of some other countries. Point out where these countries are located on the globe in relation to the United States.

Use the countries specifically, and then generalize to all countries the idea that there are families in all countries. Discuss what makes up a family. Then ask if other countries have families too. After children talk about the idea of families all over the world then discuss how families in other countries are similar to their family, i.e., people who care about each other, at least one adult and another person.

In the next class period make sure each student has glue and scissors. Tell the class that they are going to make a Families of The World scrapbook for their class. Pass out the magazines and let children cut out pictures of families from other countries and glue them on construction paper when they are finished. Put the pages together and share with the class.

Evaluation: Students are able to

- recognize the names of two other countries
- recognize that there are families living in the countries
- discuss 2 ways families in other countries are similar to their family

(See Evaluation Form for "Families Of The World.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Families Of The World

Rights and Responsibilities

Goal A

Grade 1

Students are able to:

1. recognize the names of two other countries
2. recognize that there are families living in the countries
3. discuss 2 ways families in other countries are similar to their family

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. countries	2. families	3. similar
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

LEARNING: HOME AND SCHOOL

Rights and
Responsibilities
Goal B
P. I. 1,2,3
Grade 1

Rights and Responsibilities

Goal B: (Learner) Students will develop and incorporate an understanding of rights and responsibilities of the learner.

Continuity: Students will recognize that learning occurs at all ages.

Performance Indicator(s): Students will be able to (1) describe things they have learned in the past; (2) describe things they are presently learning; (3) describe things they will learn in the future.

Activity Objective

Students will describe things they have learned, are learning, and will learn.

Activity

Total Time: one class period

Suggested Subject Matter Area: Social Studies

Materials/Resources: drawing paper, crayons

Educator's Preparation: be familiar with entire activity

Directions:

Discussion is held on "learning" at home and school. Students completed these sentences by writing with teacher's help:

- Last year in Kindergarten I . . .
- But now that I'm in first grade . . .
- This summer I want to learn to . . .

Discussion is held stressing the point that learning new things is part of growing up. Point out to students that they should put down things they learn in school, as well as things they learn other places. Have them discuss what they wrote down. They can elaborate on this by adding things they learned before they started school (how to walk, eat with a spoon, etc.)

At the close of the discussion, let students draw pictures of various things they have learned.

Evaluation: Students should be able to:

- describe 4 things babies and preschoolers learn
- describe 3 things they are presently learning
- describe 2 things older children or teenagers learn
- describe 1 thing that adults learn

(See Evaluation Form for "Learning: Home and School.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Learning: Home and School

Rights and Responsibilities

Goal B

Grade 1

Students are able to:

1. describe 4 things babies and preschoolers learn
2. describe 3 things they are presently learning
3. describe 2 things older children or teenagers learn
4. describe 1 thing that adults learn

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Babies	2. Present	3. Teenagers	4. Adults
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

COMMUNITY, STATE, COUNTRY

Rights and
Responsibilities
Goal C
P.I. 1,2,3
Grade 1

Rights and Responsibilities

Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Competency: Students will recognize the town, state, and country in which they reside.

Performance Indicator(s): Students are able to: recognize the name of the (1) community, (2) state, and (3) country in which they reside.

Activity Objective

Students are able to recognize their own community, state, and country (given a choice of three towns, three states, and three countries from which to choose).

Activity

Total Time: one class period of 20-25 minutes

Suggested Subject Matter Area: Social Studies

Materials/Resources: map of the United States with outline of the states, chalkboard

Educator's Preparation: have map of the U.S. on display and ready for the discussion; if desired draw outline of the U.S. on chalkboard as described below. Be familiar with entire activity.

Directions:

Tell the children that to learn more about our town, state, and country we will compare it to our school. Explain that it is somewhat like this: your desk is part of the classroom; the classroom is a part of the school. Likewise a town is part of a state; a state is part of the country.

Refer to the U.S. map and show how the state is part of the country and talk about the difference in size, location, etc. Then point to the dot that represents the city where you are and compare the size and location of that to the state. If necessary, once again discuss the comparison to the desk, classroom, and school. You may want to draw on the chalkboard a rough sketch of the U.S. and draw in the boundary of your state only; then make a dot to represent the location of your town. This might help the students to zero in on the location and concept of size and proportion of the state and city, rather than be confused by so many other boundaries and geographical features of a large map.

Tell them the name of your city, state, and the country. You may find it helpful to have the children repeat this after you a few times. Then name three cities (including your own) and choose a volunteer to select which is the city in which the class resides. Follow the same process for the state and the country. For variation, do this several times and change the other two choices in each group if the children have learned quickly and enjoy the further challenge.

Evaluation: Students should be able to:

- recognize the name of the town in which they reside
- recognize the name of the state in which they reside
- recognize the name of the country in which they reside

(See Evaluation Form for "Community, State, Country.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Community, State, Country

Rights and Responsibilities

Goal C

Grade 1

Students are able to:

1. recognize the name of the community in which they reside
2. recognize the name of the state in which they reside
3. recognize the name of the country in which they reside

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. community	2. state	3. country
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

MONEY HERE AND THERE

Rights and
Responsibilities
Goal D
P.I. 1
Grade 1

Rights and Responsibilities

Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Competency: Students will understand why people use money in our economic system.

Performance Indicator(s): Students are able to: discuss that there are different kinds of money.

Activity Objective

Students will discuss the types of U. S. currency and recognize that other countries use different currencies.

Activity

Total Time: one class period of 15-20 minutes

Suggested Subject Matter: math

Materials/Resources: if available, currency from other countries and pictures of currency

Educator's Preparation: display of currency from the U.S. and other countries (if available)

Directions:

After the class has been exposed to the concept of different kinds of currency in the U.S. and can recognize some of these, have them name some of the currency you have on display. Point out that the currency has the name "United States of America" printed on them.

Discuss that the reason for this is that this money is only used in this country. If you go to another country, then you exchange U.S. currency for their money. If you have a collection of any type of foreign currency, can borrow some, or have pictures--display these and have the children point out similarities and differences. The children will probably like to hear the names of some other currencies and may try to remember them (peso, baht, yen, mark, pound, etc.)

Evaluation: Students should be able to:

- name at least 4 types of U.S. currency
- recognize that other countries have their own currency, not U.S. currency

(See Evaluation Form for "Money Here and There" and "Pebbles, Stones, Rocks and Boulders.")

PEBBLES, STONES, ROCKS, AND BOULDERS

Rights and
Responsibilities
Goal D
P.I. 2,3
Grade 1

Rights and Responsibilities

Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Competency: Students will understand why people use money in our economic system.

Performance Indicator(s): Students will be able to: (2) describe the use of money as a system of trade; (3) identify when people are trading money for goods or money for services.

Activity Objective

Students will understand how money is used as a system of trade and identify when people use money for goods or services.

Activity

Total Time: four class periods

Suggested Subject Matter: math and/or social studies

Materials/Resources: Small bag, empty packages & cans for a play store, envelope scissors and crayons for each student, three boxes for coins labeled 1¢, 5¢, and 10¢, and resource page.

Educator's Preparation: Duplicate resource page.

Directions:

Before recess ask students to have a pebble hunt on the playground. Tell them that a pebble is about the size of one of their fingernails. Give each student a small bag. Students should bring 20 pebbles. Tell them that they are going to exchange the pebbles for play money.

It would be easier to have tellers give the money to the students. But this might create the impression that banks give money away. Use this system:

Pebbles = Pennies
Stones = Nickels
Rocks = Dimes

Allow one class period for students to prepare the money. Distribute copies of the resource page. Have students color the pennies brown and leave the nickels and dimes white. Then have them cut out the coins. They will sort the coins into the three labeled containers.

During the next class period the students will go to the "bank" and exchange their 20 pebbles for coins. Talk about the different combinations of coins that are equal to 20¢. Have the students decide which combinations they want.

Choose three or four volunteers to be the bank "tellers." Rotate the job so lots of students have a turn. The students will take turns going to the bank and exchanging their pebbles for coins. The tellers will put the coins in an envelope.

The students should count their money upon returning to their seats to be sure it equals 20¢. They should write their names on their envelopes. When the students are finished, collect their envelopes.

Introduce the ¢ sign and be sure all students understand what it means. For this session the students will go to the store and buy things which total 20¢ or less. The clerks will get practice in:

- counting back change
- adding up a total and subtracting it from 20¢

As students compute and check their change, they can use masking tape number lines through 20, if necessary.

To process the activity, focus on the concept of *consumer*. Have a discussion:

- What do we call a person who sells in a store?
(seller, clerk, retailer, etc.)
- What do we call a person who buys? (consumer)
- In this activity you all had a chance to pretend you were consumers in an adult way. You consumed *things* at the store and *service* at the bank. Grown-ups are consumers. What are some of the things grown-ups buy?
- Are children consumers?
- What are some things children buy?
- Your family probably has other consumers besides you.
What are some of the things they buy?

Evaluation: Students should be able to:

- describe trading as exchanging one thing for another
- describe money as a means of trading for goods or services
- describe the convenience of using money for trading rather than something else
- identify two situations where people trade money for goods or services

(See Evaluation Form for "Money Here and There" and "Pebbles, Stones, Rocks and Boulders.")

Resource Page for
Pebbles, Stones, Rocks
and Boulders

10¢

1¢

5¢

10¢

1¢

5¢

10¢

1¢

5¢

10¢

1¢

5¢

10¢

1¢

5¢

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Money Here and There * * Pebbles, Stones, Rocks and Boulders
Rights and Responsibilities Goal D Grade 1

Students are able to:

1. discuss types of U.S. currency and recognize that other countries use other currency
2. describe the use of money as a system of trade
3. identify 2 situations of using money for goods and 2 for services

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. types	2. trade	3. situations
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

WHY DO WE DO WHAT WE DO?

Rights and
Responsibilities
Goal E
P. I. 1,2,3
Grade 1

Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will describe work-activities and their importance.

Performance Indicator(s): Students are able to: (1) describe a variety of work-activities; (2) describe how these work-activities are important to others and to themselves; (3) describe what might happen if no one did these work activities.

Activity Objective

Students will describe some work-activities, tell why we do these activities, and tell what might happen if the work was not done.

Activity

Total Time: one class period

Suggested Subject Matter Area: social studies

Materials/Resources: a bean bag

Educator's Preparation: be prepared to seat class on floor in one or two circles.

Directions:

Arrange the class in a large circle (or 2 smaller circles). Have one child in the middle with a bean bag. The person in the middle names a task (some work) he/she performs in school. It need not be academic in nature. The person with the bean bag states why the task is done, then chooses someone to tell what might happen if the task were not done at all. Then the child throws the bean bag to another child that takes the center. (Be sure everyone has a turn.)

The teacher can summarize the activity by discussing how all tasks have purposes.

Evaluation: The students should be able to:

- describe three work-activities
- tell why these activities are important to themselves and/or others (i.e., the reason the work is done)
- tell what might happen if these particular activities were not done

(See Evaluation Form for "Why Do We Do What We Do?")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Why Do We Do What We Do?
Rights and Responsibilities

Coal E

Grade 1

Students are able to:

1. describe 3 work-activities
2. tell why these activities are important to themselves and/or others
3. tell what might happen if these particular activities are not done

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. work	2. why	3. not done
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: First

Content Area: Rights and Responsibilities

Invite someone who has lived in another country or another area of the United States to come and discuss his or her family with the class.

Then help the students compare their climate with that of the speaker. Relate climate to the materials available for food, clothing and shelter. Explain that all these things put together help determine the way we live.

You make individual puzzle activities for each student. Cut magazine pictures of various kinds of families including families from different countries. Cut each picture into four puzzle pieces and drop it into an envelope. Give each student an envelope with a puzzle to put together and paste on construction paper.

Help the students to create a class booklet called LEARNING IS FOREVER. Include in the book pictures of people of different ages (infant through old age). Beside the pictures print the students' ideas of what that age group learns. Try to keep the words simple and if sentences are used, make them short. Allow students to look at the book during free time as reading reinforcement.

Show the children a plastic-covered map of the world (with the United States outlined in red) that has been attached to the wall. Discuss that the country they live in is called the United States of America. Give each student a small cut-out of a child with his/her name on it and a roll of tape on the back. Then guide them in playing an adapted version of "Pin the Tail on the Donkey". The children who put their cut-out on the U.S.A. are the winners. Continue the game using a U.S. map and locating their state; also using a state map and locating their town.

Read to the students *Socks for Supper* by Jack Kent. Discuss how they used socks instead of money. Use this to introduce

why we have money and how money is easier to carry than socks, cows, horses, etc.

Have the students role play several different occupations of people in the neighborhood. List these occupations on the chalk board. Then help students decide if each worker *makes* things for people (produces goods) or *does* things for people (provides services).

You can explain these two terms. Then have the students help you sort these occupations into two categories: *Goods* and *Services*.

At afternoon snack time select a snack someone is eating. With contributions from the students, list all the workers involved in getting that snack to the student.

Take a field trip to the post office. If possible, have each student buy a postage stamp. They can mail letters or picture letters (which they prepared at school) to their friends. Discuss how the post office is important to their community.

Take a field trip to the telephone company. Ask a worker there to demonstrate the best way to telephone for help in emergencies. Have a telephone lineperson discuss tasks and skills related to that job. Ask him or her to explain the various safety features of the clothing and gear worn on the job.

Or, have the telephone company bring a pair of telephones to the school. Use the hook-up for demonstration and the practice of telephone etiquette.

With the students make a class telephone directory in alphabetical order. Encourage students to copy down the names and telephone numbers of their friends. Discuss the various ways friends can keep in touch. Use this activity to motivate students to practice writing numbers.

Discuss jobs connected with animals, such as zoo keeper, farmer and veterinarian. Invite some of these workers to tell how they became interested in their occupations. Ask them to tell about any pets they had as children.

Ask a firefighter to come speak as a resource person about:

- causes of fire.
- what to do in case of fire.
- why he or she chose fire fighting as an occupation.
- the training needed to become a firefighter.
- how a firefighter uses reading and math skills.

Help the students focus on the need for various services. Have them make paper bag puppets of community helpers. Have each student role play his or her community helper by telling what he or she does and who benefits from that work.

SELECTED FIRST GRADE ACTIVITIES AND IDEAS

VALUING AND DECISION MAKING

ATTITUDE

Valuing and
Decision-Making
Goal A
P. I. 1, 2, 3
Grade 1

Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Competency: Students will describe a variety of things that are important to them.

Performance Indicator(s): Students will be able to: (1) describe what "important" means; (2) describe some things that are important to them; and, (3) discuss why those things are important to them.

Activity Objective

Students will discuss some things that are important to them.

Activity

Total Time: 1 or 2 class periods

Suggested Subject Matter Area: Social Studies

Materials/Resources: none

Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the student the meaning of "attitude." It's a feeling you have toward someone or something.

Ask some voting questions of the students. They can show "like" by raising their hands or "dislike" by not raising their hands. Have them raise their hands if they like:

- chocolate milk
- helping at home
- television cartoons
- spiders
- raw carrots
- doing exercises
- pork and beans
- baseball
- bugs
- playing with friends
- hot dogs
- having stories read aloud
- cats
- drawing pictures
- singing
- hearing angry people fight
- ice cream

Have a smiling face drawn on one side of the blackboard and a frowning face on the other. Direct their attention to the smiling and frowning faces. You will ask the questions again. To show they like something they will stand under the smiling face. To show they do not like it, they will stand under the frowning face. They can also stand in the middle to show that their feelings are somewhere between like and dislike. They can stand anywhere along the line to show a whole range of feelings.

Ask for ten students to come and stand on the line to show how they feel about:

- | | |
|-----------------------|-------------------|
| • chocolate milk | • spiders |
| • helping at home | • raw carrots |
| • television cartoons | • doing exercises |

Ask for another ten students to place themselves on the line to show how they feel about:

- | | |
|------------------|-----------------------|
| • pork and beans | • hot dogs |
| • baseball | • having stories read |
| • bugs | aloud |
| | • cats |

Ask those remaining to place themselves on the line to show how they feel about:

- | | |
|------------------------|------------------------|
| • drawing pictures | • ice cream |
| • singing | • playing with friends |
| • hearing angry people | |
| fight | |

In closing, help the students arrive at some conclusions about their opinions and what they feel is important to them. Some conclusions are: different things are important to different people, we don't all like the same things, usually things we like are important to us.

Evaluation: Students should be able to:

- define important
- describe 2 things that are important to them
- tell why their choices are important to them

(See Evaluation Form for "Attitude.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Attitude

Valuing and Decision-Making

Goal A

Grade 1

Students are able to:

1. Define important.
2. Describe two things that are important to them.
3. Tell why their choices are important to them.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. describe	3. why
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

WE MAKE DECISIONS

Valuing and
Decision-Making
Goal B
P. I. 1,2,3
Grade 1

Valuing and Decision-Making

Goal B: Students will develop and incorporate an understanding of the decision-making process.

Competency: Students will recognize that everyone has to make choices.

Performance Indicator(s): Students are able to: (1) describe choices that their family members make; (2) describe choices that are made at school; and, (3) describe choices that others around them make.

Activity Objective

Students will recognize decisions made by self and others.

Activity

Total Time, one class period of 30-40 minutes

Suggested Subject Matter Area: art

Materials/Resources: drawing paper and crayons for each student, supplementary page

Educator's Preparation: Students are to be arranged in a circle in their chairs or seated on the floor for the first part of this activity. Duplicate supplementary page if desired.

Directions:

Introduce the word *decision*. There are times when we have to "make decisions." Another way to say that is: there are times we have to "make up our minds."

Tell the students that they will be voting on some questions about their decisions. To answer *yes*, they raise their hands. To answer *no*, they keep their hands down. (Seat students so they see the responses of one another.)

- Do you decide when to get up?
- Do you decide what to wear?
- Do you decide how to brush your teeth?
- Do you decide what to eat for breakfast?
- Do you decide what colors to use when you make pictures?
- Do you decide whether or not to smile?
- Do you decide where to live?

To vary their response, you may want them to vote never, sometimes, or always, instead of just yes or no.

Talk about decisions made by parents, teachers, principals, siblings-- and how these decisions affect them.

Now pass out drawing paper. Ask each student to make a picture showing a decision he or she makes.

If you wish, hand out duplicated copies of the supplementary page. Read aloud each sentence, waiting for the students to circle yes or no. At the bottom of the page, they may draw their favorite choice for lunch.

Evaluation: Students should be able to:

- describe choices family members make
- describe choices made at school
- describe choices others around them make

(See Evaluation Form for "We Make Decisions.")

YES or NO



As you and your teacher read these sentences, circle the word "YES" if you decide for yourself or the word "NO" if someone else helps you make the decision.

- YES NO 1 -- I decide what I will eat for breakfast.
- YES NO 2 -- I decide what I will wear to school.
- YES NO 3 -- I decide what time I will go to bed.
- YES NO 4 -- I decide who my friends will be.
- YES NO 5 -- I decide what TV shows I will watch.
- YES NO 6 -- I decide what I will eat for lunch.
- YES NO 7 -- I decide what jobs I will do at home.
- YES NO 8 -- I decide what I will do after school.
- YES NO 9 -- I decide when to go to the doctor.
- YES NO 10 -- I decide who my babysitter will be.

When I get to
decide what to
eat for lunch,
I often choose. . .
(Draw a picture.)

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

We Make Decisions

Valuing and Decision Making

Goal B

Grade 1

Students are able to:

1. Describe choices family members make.
2. Describe choices made at school.
3. Describe choices others around them make.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Family	2. School	3. Others
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: First
Content Area: Valuing and Decision-Making

Create a booklet called "My Favorite Things". It can include such items as stories, pictures, colors, foods, animals, cloths, songs, games and people. Let them draw, color, paint, or cut and paste to illustrate these.

Arrange the students in small groups so they can take turns describing something for which they are or would like to be saving money. Explain that usually when we save money to buy something, it means that we value or prize that something. Then ask them to return to their desks and draw a picture of something for which their parents or they themselves are saving money.

Brainstorm some choices that the students feel that different age groups are responsible for. During a recess, take a tape recorder on the playground and have students bring others of different ages to tell about the kinds of choices they make. Then allow a student to take the tape recorder to school staff members of different ages (after you have prepared them beforehand) and record their choices. Play the tape back for the students in the classroom. Emphasize that all people have choices to make.

Tell the students some of the decisions you must make in the classroom in your work. Then ask volunteers to tell what decisions they must make in the classroom in their work. Ask them to tell which decisions are hardest for them to make. Write this up as an experience story.

SELECTED FIRST GRADE ACTIVITIES AND IDEAS

ACHIEVEMENT MOTIVATION

PLANNING TASKS

Achievement
Motivation
Goal A
P. I.1,2,3
Grade 1

Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goal goals.

Competency: Students will recognize that there are different methods for getting tasks accomplished.

Performance Indicator(s): Students will be able to: (1) describe some tasks they have done, (2) describe different ways that they could accomplish tasks; and, (3) recognize the two different approaches to accomplishing a task.

Activity Objective

Students will discuss the different ways they do different tasks, planned or unplanned.

Activity

Total Time: one class period

Suggested Subject Matter Area: language

Materials/Resources: none

Educator's Preparation: be familiar with entire activity

Directions:

Introduce the word *plan*:

- What is a *plan*?
- Do you know someone who makes *plans*?
- Why do people make *plans*? (So they can work together)

Explain that many different people work to build one house. There has to be a plan. First the basement needs to be dug by a bulldozer operator. Then cement is poured to make a foundation. Then the carpenters build the wood frame. Then other workers come and finish the rest of the house.

If there was no plan, the workers might come at just any old time. It might go something like this: First, a carpenter builds the wood frame. Then the bulldozer operator comes and digs the big hole for the basement next to the wood frame. He stands back to take a look. Something is wrong. He knows the frame should be on the top of the hole that he dug for the basement. So he uses the bulldozer to push the house into the hole. Then the cement workers come and pour the foundation cement on top of the house in the hole. A great big MESS! A broken house in a hole with cement on top of it! A *plan* would have gotten the job done without a lot of confusion, wasted effort, and wasted materials.

Introduce the word *agenda*. Tell the children that an *agenda* is a *plan for using time*. It is a schedule. Talk about your daily schedule. Use the words *before* and *after* in your questions; for example, what comes just before lunch? What comes after recess?

Discuss some of the tasks they do. Do they have an agenda or plan when they do these tasks? Note that there are two ways to get a task done, have a plan or to do it without thinking about it.

Evaluation: The students should be able to:

- describe two tasks they have done
- describe how they do these tasks
- describe a different way they could accomplish these tasks
- recognize that there are two different approaches to getting things done: planning what to do and not really thinking about it

(See Evaluation Form for "Planning Tasks.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

Planning Tasks

Achievement Motivation

Goal A

Grade 1

Students are able to: _____

1. Describe two tasks they have done.
2. Describe how they do these tasks.
3. Describe a different way they could accomplish these tasks.
4. Recognize that there are two different approaches to getting things done: planning what to do and not really thinking about it.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. Tasks	2. How	3. Different	4. Approach
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

ACTIVITY IDEAS

Grade: First
Content Area: Achievement Motivation

To introduce the concept of planning say, "We make plans every day about what we are going to do that day. We make plans for coming days, too. These coming days are called future days. Who can tell us about some plans you have made for future days? Have you ever made plans to visit your grandparents or to go to the movies?"

Ask for volunteers to role play:

- getting ready for Christmas.
- getting ready for a trip.
- getting ready for a wedding.
- getting ready to go to the library.

Then say, "What were some of the things these people did to get ready for something? What would happen if they had not planned their activity?"

Divide the chalkboard into three sections: get ready, work and clean up. As the students suggest how to go about a project, ask them when each task might need to be done. Put a check mark under the appropriate heading as the students suggest each task. Then summarize the discussion by saying you would *get ready* first. Then you would *work*. Then you would *clean up last*.

Get ready	Work	Clean up

Carry through a short project in this manner.

Divide the class into several groups. Allow each group to "act out" a task they can accomplish at school. The other students are to guess what they are acting out. Allow each group a turn. Follow up the activity by discussing the many tasks they are able to do at school.

SELECTED FIRST GRADE ACTIVITIES AND IDEAS

PROBLEM SOLVING

THE CLOTHES DON'T FIT

Problem-Solving
Goal B
P. I. 1,2,3
Grade 1

Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Competency: Students will realize how they have changed during the past year.

Performance Indicator(s): Students will be able to: (1) describe what change means; (2) describe what they were like last year; and, (3) describe how they have changed in the past year.

Activity Objective

Students will discuss how they have changed in the past year.

Activity

Total Time: one class period each month of school

Suggested Subject Matter Area: health

Materials/Resources: materials for booklets

Educator's Preparation: be familiar with entire activity

Directions:

During the early part of the school year have pupils begin a scrapbook about themselves. Take a picture of each pupil and include this on an opening page. Make a graph showing height and weight in September. Then provide space to continue this each month of the school term. Strengthen the pupil's sense of identity by having him or her write about themselves. What kinds of things do they enjoy, what hobbies do they have, etc. Include a page where they can list any of the books they read and the other projects they do. Any special events in which they participate can be included. During the final month of the school term discuss their growth and achievement. If possible, include another picture.

At the end of the year, to help the students realize how much they have actually grown, have a "Last Year's Clothing Day." On a special day after you have completed checking the growth charts, ask pupils to bring a coat or other article of clothing to school that they wore last year. Have pupils attempt to put these on to show how the sleeves are now too short, etc, verifying their growth even though it was hardly noticeable as it occurred.

The children may do a different page of their scrapbook each month, when they are measured and weighed. Hand out the booklets at the year's end, discussing changes and which ones have occurred, as the students look back through their booklets.

Evaluation: Students should be able to:

- describe change
- describe one aspect of their physical, mental, and social abilities a year ago
- describe one way they have changed physically and one way they have changed mentally

(See Evaluation Form for "The Clothes Don't Fit.")

Teacher _____ Date(s) _____

ACTIVITY EVALUATION FORM

The Clothes Don't Fit

Problem Solving

Goal B

Grade 1

Students are able to:

1. describe change
2. describe one aspect of their physical, mental, and social abilities a year ago
3. describe one way they have changed physically and one way they have changed mentally

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. change	2. aspect	3. describe
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

ACTIVITY IDEAS

Grade: First
Content Area: Problem-Solving

Divide the class into small groups. Have them discuss a time when they really felt like someone cared and understood them. Talk about the different ways people can show understanding. Have the students draw pictures of ways to show understanding. Collect these pictures and organize into a class booklet that they can look at during free time.

The class is going to brainstorm a list of things they can do now that they could not do last year. You be the recorder. Be sure to set a time limit. Present the ground rules for brainstorming:

- Try for many ideas.
- Do not judge the ideas.
- Let the ideas be wild.
- Use the ideas of others.

You be the recorder. When the time is up reflect on this activity. Have the students help you count the total number of new things they can do. Explain that we are always changing and growing all our lives.

Talk about changes which occur as people grow older. Focus on your own changing physical characteristics. Have the students bring baby pictures and display them on a bulletin board. Discuss features which have changed and features which have remained the same.

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding
Goal A
P.I.
Grade 1

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will describe how they care for their physical health.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Self-Understanding
Goal B
P.I.
Grade 1

Self-Understanding

Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.

Competency: Students will recognize how others differ from themselves. *155*

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade 1

Self-Understanding

Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Competency: Students will describe responsibilities they have in their environment.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal A
P.I.
Grade 1

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.

Competency: Students will describe those methods that enable them to speak so they can be understood by others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade 1

Interpersonal Relations

Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.

Competency: Students will describe the roles of each family member.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal 3
P.I.
Grade 1

Interpersonal Relations

Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

Competency: Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 1

Interpersonal Relations

Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Competency: Students will recognize that they affect things and others around them.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade 1

Expressing Ideas

Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.

Competency: Students will describe different ways they express their own feelings.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Edicator's Preparation:

Directions:

Expressing Ideas
Goal B
P.I.
Grade 1

Expressing Ideas

Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Competency: Students will recognize that the way they feel about something may be the same or different from how others feel.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and
Processing Info
Goal A
P.I.
Grade 1

Gathering and Processing Information

Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.

Competency: Students will describe their daily activities at school.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and
Processing Info
Goal B
P.I.
Grade 1

Gathering and Processing Information

Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.

Competency: Students will describe those things they learn at school.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Gathering and
Processing Info
Goal C
P.I.
Grade 1

Gathering and Processing Information

Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Competency: Students will distinguish which activities in their environment are done by certain people.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal A
P.I.
Grade 1

Rights and Responsibilities

Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.

Competency: Students will recognize that there are families around the world.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal B
P. I.
Grade 1

Rights and Responsibilities

Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.

Competency: Students will recognize that learning occurs at all ages.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal C
P.I.
Grade 1

Rights and Responsibilities

Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.

Competency: Students will recognize the town, state, and county in which they reside.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal D
P.I.
Grade 1

Rights and Responsibilities

Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.

Competency: Students will understand why people use money in our economic system.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter:

Materials/Resources:

Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade 1

Rights and Responsibilities

Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Competency: Students will describe different work activities and their importance.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and Decision-Making

Goal A: Students will develop and incorporate an understanding of how values affect their lives.

Competency: Students will describe a variety of things that are important to them.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal B
P. I.
Grade 1

Valuing and Decision-Making

Goal B: Students will develop and incorporate an understanding of the decision-making process.

Competency: Students will recognize that everyone has to make choices.

Performance Indicator(s):

Activity Objective

Activity

Total Time

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal C
P. I.
Grade 1

Valuing and Decision-Making

Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.

Competency: Students will recognize which decisions are difficult for them.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. 1.
Grade 1

Achievement Motivation

Goal A: Students will develop and incorporate skill in planning and setting goal goals.

Competency: Students will recognize that there are different ways for getting tasks accomplished.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade 1

Achievement Motivation

Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

Competency: Students will describe tasks they can accomplish at school.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Problem-Solving

Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.

Competency: Students will describe ways they communicate empathy and understanding to others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

Problem-Solving

Goal B: Students will develop and incorporate the ability to anticipate and cope with change.

Competency: Students will realize how they have changed during the past year.

Performance Indicator(s):

Activity Objective

Activity

Total Time:

Suggested Subject Matter Area:

Materials/Resources:

Educator's Preparation:

Directions:

FIRST GRADE GUIDANCE CURRICULUM GUIDE
AND
PROGRESS REPORTS

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: I</u> Self Understanding <u>Role(s):</u> Individual <u>Goal: A</u> <u>Obj: 1</u>	Students are able to: 1. describe preventive measures they take in caring for their physical health. 2. describe measures they take in caring for their health when they are ill.	Students are able to: 1. describe five preventive measures (i.e., physical examinations, vaccinations, eating habits, sleep habits, exercise, cleanliness habits, etc.). 2. describe three measures they take when ill (i.e., visit the doctor, drugs, bedrest, liquids, bland diet, etc.).
<u>Content: I</u> Self Understanding <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: B</u> <u>Obj: 1</u>	Students are able to: 1. identify and describe how others look and act. 2. describe how they look and act. 3. describe how others differ in appearance and actions.	Students are able to: 1. a) identify one person who is their own age, one person younger in age, and one person older. b) describe three ways each of those persons look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.). 2. describe three ways they look and act (i.e., hair and eye color, size, weight, disposition or temperament, etc.). 3. describe how the persons identified in #1 are different from themselves.

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: I</u> Self Understanding <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: C</u> <u>Obj: 1</u>	Students are able to: 1. describe their environment. 2. describe what constitutes a responsibility. 3. identify their responsibilities at home, school and any other setting (i.e., church, organizations, etc.).	Students are able to: 1. a) describe what an environment is: surrounding things, conditions or influences. b) describe three examples of their environment: home, school and town. 2. describe responsibility as something one is expected or trusted to do. 3. identify two responsibilities at home, two at school, and one at another setting (town, church, organizations, etc.).
<u>Content: II</u> Inter-personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: A</u> <u>Obj: 1</u>	Students are able to: 1. discuss that there are ways of speaking other than talking. 2. describe those preliminary skills that are necessary before actual verbalization. 3. describe those speaking skills that will enable them to be understood by others.	Students are able to: 1. discuss three different ways of speaking: talking (different countries have different languages), body language, and sign language. 2. describe two preliminary skills that are necessary before verbalization (i.e., raise their hands to get attention, wait until it is their turn to speak, respond when spoken to, etc.). 3. describe three of the four following speaking skills: • speak distinctly • speak with an adequate voice level • respond appropriately • contribute to the topic at hand

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: II</u> Inter-personal Relations <u>Role(s):</u> Individual <u>Goal: B</u> <u>Obj: 1</u>	Students will describe the roles of each family member.	Students are able to: 1. describe the meaning of role. 2. describe different roles that other family members have. 3. describe the roles that they have in their family-life.
<u>Content: II</u> Inter-personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: C</u> <u>Obj: 1</u>	Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.	Students are able to: 1. describe role in this context as a part or function (job) taken on by a person. 2. describe two different roles for each member of their family (i.e., father: worker on the job, housecleaner, home-teacher; mother: worker on the job, housecleaner, home-teacher; sisters and/or brothers: garbage collector, table-setter, playmate, worker at learning, bed-maker, etc.). 3. describe two roles that they have in their family-life.
	Students are able to: 1. describe what they feel a friend is. 2. describe characteristics they like in a friend. 3. describe characteristics in themselves that help them to be a friend.	Students are able to: 1. describe what a friend is in their own language (i.e., someone they like to be with, someone who helps them and who they can help, etc.). 2. describe two characteristics they like in a friend (i.e., loyal, similar interests, fun to be with, etc.). 3. describe two characteristics in themselves that help them to be a friend (i.e., care about others, fun-loving, like to talk, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> II Inter-personal Relations <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> D <u>Obj:</u> 1	Students will recognize that they affect things and others around them.	Students are able to: 1. a) define the concept of affect as influence; cause a change to occur (big or little). b) describe one way a person can influence someone else (parents influence their children, teachers influence their students, friends influence each other, etc.). 2. describe two ways they affect things around them (i.e., moved furniture to a different place, kicked a stone, fed a pet, decorated a Christmas tree, etc.). 3. describe two ways they affect other persons that they know (i.e., helped mother with the dishes/she had extra time to read, shared a toy with a friend/made friend feel happy and special, picked up toys off the stairs/allowed family to have a safe place to walk, etc.).
<u>Content:</u> III Expressing Ideas <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will describe different ways they express their own feelings.	Students are able to: 1. describe three feelings they have had during the past week (i.e., anger, happiness, fear, surprise, sadness, embarrassment, hurt, etc.). 2. describe how they expressed those feelings identified in #1 (anger/yelled, happiness/laughed, sadness/cried, fear/screamed, etc.). 3. using the examples from #1 and #2, describe how others reacted to the ways they expressed their feelings (i.e., smiled, laughed, got angry with them, hugged them, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content: I-VI</u> Expressing Ideas <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: B</u> <u>Obj: 1</u>	Students are able to: 1. describe how they feel about a specific topic. 2. identify other persons who feel the same way they do. 3. identify other persons who feel differently than they do.	Students are able to: 1. a) choose a specific topic (i.e., favorite dessert, favorite pet, favorite game, etc.) b) indicate how they feel about the topic chosen in #1. 2. identify two other persons who feel the same way they do concerning the topic indicated in #1. 3. identify two other persons that feel differently than they do concerning the topic indicated in #1.
<u>Content: IV</u> Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: A</u> <u>Obj: 1</u>	Students are able to: 1. describe things they do to help themselves or others at school each day. 2. describe activities they enjoy at school. 3. describe activities at school that they do by themselves and those they do in a group.	Students are able to: 1. a) describe one thing they do to help themselves at school each day. b) describe one thing they do to help others at school each day. 2. describe two activities they enjoy at school. 3. a) describe one activity at school they do by themselves. b) describe one activity at school they do in a group.

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> IV Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students are able to: 1. describe what constitutes learning. 2. discuss how they learn at school. 3. identify those things they have learned so far at school.	Students are able to: 1. describe learning as knowing or understanding something you never knew or understood before; gaining knowledge or skill. 2. discuss two ways they learn at school (i.e., group or individually at seat work, at play, through pictures or stories, by watching how someone acts, by doing for themselves, etc.). 3. identify two things they have learned so far at school (i.e., how to read, how to play with others, taking turns when talking, addition and subtraction, etc.).
<u>Content:</u> IV Gathering & Processing Information <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 1	Students are able to: 1. identify various activities in their environment. 2. identify who does those activities. 3. describe any noticeable characteristics and correlations of the persons doing the activities.	Students are able to: 1. identify two activities in their environment (i.e., teacher, garbage collector, electrical engineer, veterinarian, etc.). 2. identify who does the three work activities described in #1. 3. describe any characteristics or correlations of the persons identified in #2 (i.e., most teachers are women, most football players are very big, jockeys are usually short in height, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Individual <u>Goal:</u> A <u>Obj:</u> 1	Students will recognize that there are families around the world. Students are able to: 1. recognize the names of some countries. 2. recognize that there are families living in these countries. 3. discuss how families in other countries are similar to their family.	Students are able to: 1. recognize the names of two other countries. 2. recognize that there are families living in the countries described in #1. 3. discuss two ways families in other countries are similar to their family (i.e., group of persons who care about each other, at least one adult and one other person, number of parents or guardians, number of children, etc.).
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Learner <u>Goal:</u> B <u>Obj:</u> 1	Students will recognize that learning occurs at all ages. Students are able to: 1. describe things they have learned in the past. 2. describe things they are presently learning. 3. describe things they will learn in the future.	Students are able to: 1. a) describe two things babies learn (i.e., to eat with a spoon, to crawl, to walk, to talk, etc.) b) describe two things preschoolers learn (i.e., to play with others, to count, to listen to stories, to help dress themselves, etc.). 2. describe three things they are presently learning (i.e., to read, to tell time, addition, subtraction, chores at home, physical activities or sports, etc.). 3. a) describe two things older children or teenagers learn (i.e., multiplication, how to play basketball, how to drive a car, how to do cursive writing, etc.) b) describe one thing that adults learn (i.e., a new hobby; a new recipe; things they did not learn earlier like how to change a tire, how to read if illiterate, how to drive, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Citizen <u>Goal:</u> C <u>Obj:</u> 1	Students will recognize the town, state, and country in which they reside.	Students are able to: 1. recognize the name of the town in which they reside. 2. recognize the name of the state in which they reside. 3. recognize the name of the country in which they reside.
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Consumer <u>Goal:</u> D <u>Obj:</u> 1	Students will understand why people use money in our economic system.	Students are able to: 1. a) name four different types of U.S. currency and recognize what each looks like (i.e., penny, nickel, dime, quarter, fifty-cent piece, dollar bill, etc.) b) discuss that different countries use different currencies. 2. a) describe trading as exchanging one thing for another. b) describe money as a means of trading for goods or services c) describe the convenience of using money for trading rather than something else. 3. a) identify two situations where people trade money for goods (i.e., food, gifts, toys, etc.) b) identify two situations where people trade money for services (i.e., doctors, tutors, dentists, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> V Rights & Responsibilities <u>Role:</u> Producer <u>Goal:</u> E <u>Obj:</u> 1	Students will describe different work-activities and their importance. Students are able to: 1. describe a variety of work-activities. 2. describe how these work-activities are important to others and themselves. 3. describe what might happen if no one did these work-activities.	Students are able to: 1. describe three work-activities, (i.e., washing dishes, collecting the garbage, driving a truck, fixing cars, etc.). 2. using the examples from #1, describe how these work-activities are important to others and themselves (i.e., dishwasher kills the germs on plates, garbage collector helps keep our homes neat and clean, truck drivers get food to market, etc.). 3. using the examples from #1, describe what would happen if no one did these jobs (i.e., dishwasher/they would run out of clean dishes, garbage collector/city would begin to smell bad and disease would spread, truck driver/food wouldn't get to market, etc.).
<u>Content:</u> VI Valuing & Decision-Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will describe a variety of things that are important to them. Students are able to: 1. describe what "important" means. 2. describe some things that are important to them. 3. discuss why those things are important to them.	Students are able to: 1. define important in their own words (i.e., something that means alot, etc.). 2. describe two things that are important to them (i.e., this can include ideas, people, places, actions or objects). 3. using the examples from #2, tell why their choices are important to them (i.e., they love those persons, object or action makes them feel happy, person takes care of them, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> "I Valuing & Decision- Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will recognize that everyone has to make choices.	Students are able to: 1. describe choices that their family members make. 2. describe choices that are made at school. 3. describe choices that others around them make.
<u>Content:</u> VI Valuing & Decision- Making <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> C <u>Obj:</u> 1	Students will recognize which decisions are difficult for them.	Students are able to: 1. a) describe two choices their parents (guardians) make b) describe one choice their siblings (if any) make c) describe two choices that they make. 2. a) describe two choices that students make b) describe one choice that teachers make c) describe one choice that principals make. 3. a) choose two other persons they know (one adult and one child) b) describe one choice that each of the persons named in #3a make.
	Students are able to: 1. describe some of their choices and decide if they are easy to make or difficult to make. 2. describe how they feel when they have to make a difficult decision. 3. recognize any consistent pattern in those decisions that are difficult to make.	Students are able to: 1. a) describe two choices they make (i.e., what to wear, what to eat, how to act with others, what to play, etc.) b) tell if those two choices are easy to make or difficult to make. 2. describe how they felt when they had to make a difficult decision (i.e., tense, angry, frightened, etc.). 3. a) name two situations where they had to make difficult decisions b) recognize if there is any consistent pattern in what decisions are hard for them to make (i.e., regarding food, regarding how to respond to the way others are, etc.).

FIRST GRADE

Competency	Performance Indicators	Suggested Performance Levels
<u>Content:</u> VII Achievement Motivation <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> A <u>Obj:</u> 1	Students will recognize that there are different ways for getting tasks accomplished. Students are able to: 1. describe some tasks they have done. 2. describe different ways that they could accomplish tasks. 3. recognize the two different approaches to getting a task done.	Students are able to: 1. describe two tasks they have done (i.e., getting dressed for school, setting the table, feeding a pet, etc.). 2. a) describe how they do the tasks identified in #1. b) describe a different way they could use to accomplish each task identified in #1. 3. recognize that there are two different approaches to getting things done: • thinking about it beforehand and planning and preparing ahead what to do • just doing the task without really thinking about it.
<u>Content:</u> VII Achievement Motivation <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal:</u> B <u>Obj:</u> 1	Students will describe tasks they can accomplish at school. Students are able to: 1. describe things they can do during class time. 2. describe things they can do during lunch. 3. describe things they can do during recess.	Students are able to: 1. describe two things they can do during class time (i.e., finish work neatly and on time, take care of class pets or plants, contribute appropriately in class, etc.). 2. describe two things they can do during lunch (i.e., eat their food, dispose of lunch trays or trash appropriately, use correct behavior in the lunch line and in the lunch room, etc.). 3. describe two things they can do during recess (i.e., swing, teeter-totter, play with balls, play on the jungle-gym, etc.).

FIRST GRADE

	Competency	Performance Indicators	Suggested Performance Levels
<u>Content:VIII</u> Problem Solving <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: A</u> <u>Obj: 1</u>	Students will describe ways they communicate empathy and understanding to others.	Students are able to: 1. describe what it means to have empathy and understanding for someone. 2. describe ways to show care and understanding through words. 3. describe ways to show care and understanding through gestures.	Students are able to: 1. a) describe empathy and understanding as feeling what another person feels; caring for others; knowing what others mean or feel. b) describe how it feels to have someone understand them. 2. describe two ways to show care and understanding through words (i.e., saying "I understand," when appropriate relating a story similar to another's stating what another's feelings seem to be--"You must have felt sad," etc.). 3. describe two ways to show care and understanding through gestures (i.e., a pat on the arm or back, a smile, eye contact, a hug, nodding the head, etc.).
<u>Content:VIII</u> Problem Solving <u>Role(s):</u> Individual, Learner, Citizen, Consumer, Producer <u>Goal: B</u> <u>Obj: 1</u>	Students will realize how they have changed during the past year.	Students are able to: 1. describe what change means. 2. describe what they were like last year. 3. describe how they have changed in the past year.	Students are able to: 1. describe change as becoming different. 2. a) describe one way they looked physically different last year (i.e., height and weight). b) describe one aspect of their mental abilities last year (i.e., could not read, could not subtract, etc.). c) describe one aspect of their social abilities last year (i.e., talked out of turn in class, didn't share very well, etc.). 3. a) describe one way they have changed physically (i.e., taller and heavier). b) describe one way they have changed mentally (i.e., can read, can subtract, etc.). c) describe one way they have changed socially (i.e., have more friends, share toys better, etc.).

KEY: ✓ : the child has accomplished this step
 W : the child is still working on this step
 ☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN	QUARTERS			
		1	2	3	4
Self Understanding	Describe personal physical health care				
	Recognize how others differ from self				
	Describe own responsibilities at home & school				
Interpersonal Relations	Describe methods of speaking so he/she can be understood				
	Describe the roles of each family member				
	Describe qualities of a friend; know own friendship qualities				
	Recognize he/she has an effect on things & others				
Expressing Ideas	Describe different ways of expressing personal feelings				
	Recognize personal opinions may be alike or different from others' opinions				
Gathering & Processing Information	Describe daily activities at school				
	Describe things learned at school				
	Distinguish activities consistently performed by certain people				
Rights & Responsibilities	Describe similarities & differences of families around the world				
	Recognize that learning occurs at all ages				
	Recognize his/her town, state, & country				
	Understand why people use money				
	Describe different work activities & their importance				
Valuing & Decision Making	Describe things that are important to him/her				
	Recognize that everyone has to make choices				
	Recognize decisions that are difficult to make				
Achievement Motivation	Recognize different methods for accomplishing tasks				
	Describe tasks he/she accomplishes at school				
Problem Solving	Describe ways to communicate empathy & understanding to others				
	Realize personal changes occurring during the past year				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE ONE

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Loydia Webber, Vocational Equity Coordinator

Title VI — Peyton Williams Jr., Associate Superintendent
of State Schools and Special Services

Title IX — Myra Tolbert, Coordinator

Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.